

DOCUMENT RESUME

ED 175 984

DD 019 749

AUTHOR de Groot, Jane, Ed.
 TITLE Education for All People: A Grassroots Primer.
 INSTITUTION Institute for Responsive Education, Boston, Mass.
 SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
 PUB DATE Jul 79
 CONTRACT 400-76-0115
 NOTE 169p.: Guide prepared through the Program on Educational Policy and Organization
 AVAILABLE FROM Institute for Responsive Education, 704 Commonwealth Avenue, Boston, Massachusetts 02215 (\$3.95)
 EDRS PRICE MF01/PC07 Plus Postage.
 DESCRIPTORS *Citizen Participation; *Community Involvement; *Educational Change; *Educational Policy; Elementary Secondary Education; Financial Support; *Information Sources; National Organizations; National Programs; *Parent Participation; Public Schools

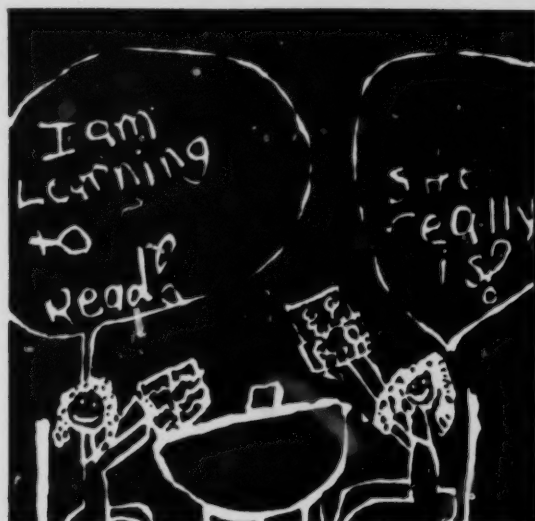
ABSTRACT

This book provides information about national organizations which can help parents, citizens, and grassroots organizations become more directly involved in educational policymaking. Emphasis is placed on how and where to get information and the kinds of information needed. Relevant information is provided for the following topics: (1) public schools; (2) parent and student rights; (3) special education; (4) bilingual education; (5) food, health, and safety in schools; (6) school desegregation; (7) how to evaluate a school; (8) how to help a child at home; and (9) getting funds. Chapters on each of these topics also recommend specific publications and resources for further information and help. Also included are sections on Federal programs, minority news media, and a listing of various topics of concern to grassroots people. A "Tool Kit" contains a list of hotlines for families and children in crisis; samples of letters to principals, school boards, and other officials; checklists for evaluating schools; practical suggestions for dealing with school officials; and other tips for concerned citizens. A directory of national organizations which help grassroots groups is provided. (Author/EE)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED175984

Education for All People: A Grassroots Primer



Prepared by the staff of the Institute for Responsive Education, under the direction of Ronald Walker, Project Director. Edited by Jane de Groot.

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

UD019749

Prepared as part of Citizen Organizations: A Study of Citizen Participation in Educational Decisionmaking by the Institute for Responsive Education. The work upon which this publication is based was performed pursuant to Contract Number 400-76-0115 with the Program on Educational Policy and Organization of the National Institute of Education.

July 1979

ACKNOWLEDGMENTS

The work on *Education for All People! A Grassroots Primer* was coordinated by Ronald Walker, a National Urban Fellow. His position at the Institute for Responsive Education for the 1978-1979 year was initiated by the National Urban Fellows Inc., a program designed to train minority urban leaders. Mr. Walker, a former teacher from Philadelphia, has had extensive experience working with community organizations and problems that affect urban education. Mr. Walker assists Don Davies, President of IRE, who has provided constant support and direction to staff working on this project.

Chief editor of *A Grassroots Primer* was Jane de Groot, assisted by Marion Van Arsdell. Communications Director Nancy Seymour was the project's consulting editor.

Contributing writers for the *Primer* were Allan Alson, Louise Bonar, Don Davies, Marilyn Feingold, Robert Hayden, Kathleen Huguenin, Harriet Keit, Richard Morris, Susan Motika, Florence Rubin, Nancy Seymour, Marion Van Arsdell, Ronald Walker, Betsy Wachtel, Jaime Wurzel and Ross Zerchykov.

Typing and technical assistance were provided by Dale Conway, Constance Hyde, Bernice Randell, Dorothy Roselund, Dana Rudolph, Deborah Smith, and Edythe York. Carol Herzog was principal typist for the project.

Special thanks go to Nancy Seymour, Betsy Wachtel and Deborah Smith who took time out from their own projects to contribute to *A Grassroots Primer*.

We would like to acknowledge the following individuals who gave their suggestions and advice: Gilbert Chavez, Judy Cheng, Miriam Clasby, Ed Crotty, Askia Davis, Carole Edry, Michael Fisher, Bruce Fleming, Roz Gernstein, Marilyn Gittell, Bruce Hoffacker, Berlin Kelly, Irene Keye, Marilyn Kezziah, Esther Lefevre, Al Lehner, Carl Li, Luis Lopez, Pepe Martinez, Laurie Menassie, Hayes Mizell, Marsha Hirano-Nakanishi, Rosemary Nastasia, Ann O'Malley, Steve Penner, Bill Rioux, Eleanor Rollins, Florence Rubin, Argentina Rogue, Dorothy Kugley, Barbara Scott, Grace Law Emmons, Sybel Stanley, Jim Stanton, Alice Taylor, Stephan Thom, Paul Warren, Elaine Wiggins and Susan Worgaftik.

We thank the following grassroots organizations for their suggestions:

Pilsen Neighbors Community Council, Chicago, Illinois

Title I Council, Spokane Washington

C.O.R.E. Community School, Bronx, New York

Pennsylvania Conference on Black Basic Education, Philadelphia, Pennsylvania

Massachusetts Law Reform Institute, Boston, Massachusetts

Citizen's Council for Ohio Schools, Cleveland, Ohio

The Patch, Inc., Atlanta, Georgia

National Association for the Advancement of Colored People, Boston, Massachusetts

Roxbury Multi-Service Center, Boston, Massachusetts

Early Learning Program, Bailey, Colorado

Parents for Education Action, New York City, New York
Committee in Ministry in Public Education, Enfield, Connecticut
The Learning Community, New York City, New York
Melrose Community School, Bronx, New York
Neighborhood Planning Unit, Atlanta, Georgia

We are especially grateful to Andrea Golden who designed the graphics and layout of the book. Typesetting was done by The Boston Community School. Student art appearing in the publication was contributed by fourth and fifth grade students at the Farragut School, Boston. The fourth grade teachers were Kathy Armstrong and Linda Giard (student teacher); Tom MacAlear and Janet Klezzy (student teacher) taught the fifth grade students.

Reprint permissions were granted by:

Texas Advisory Committee
Closer Look
Parents Union for Public Schools in Philadelphia
Children's Defense Fund
Bruce C. Davis
United Bronx Parents
Parade Magazine
Shirley Jackson

Contents

Introduction	1
Glossary	3
PUBLIC SCHOOLS: KNOWING THE TERRITORY	5
Finance: Who Pays for the Schools	5
Where to Get Help	
How and Where Are Decisions Really Made? Who Makes Them?	6
School Boards	
Community Control	
School Decentralization	
School Based Management	
Financial	
Administrative	
Participation	
Where Citizens Can Get Help	
How Are Citizens Organized?	11
Advisory Councils	
Different Kinds of Councils	
How Effective Are Councils?	
Voluntary Organizations	
Parent Associations	
Resources Mentioned in This Chapter	12
LEGAL RIGHTS OF PARENTS AND STUDENTS	17
What Are Parent and Student Legal Rights?	17
Free Speech	
Privacy and Searches	
Due Process: Suspensions and Expulsions	18
Corporal Punishment	
Hair and Dress Codes	
Student Marriage and Pregnancy	
Student Records	
Discrimination	
Enforcing and Establishing Rights: How Does the Court System Work?	19
What Citizens Can Do	
Where to Get Information and Help	20
Legal Aid and Advice	
Student and Parent Rights Programs	
Child Advocacy	
Resources Mentioned in This Chapter	21
American Friends Service Committee Education Programs	

SPECIAL EDUCATION	24
Federal Programs	24
Public Law 94-142	
P.L. 94-142 and Parents' Rights	
P.L. 94-142 and Individualized Education Programs	
I.E.P. and the Right to Due Process	
Surrogate Parents	
Section 504 of the Vocational Rehabilitation Act of 1973	
Section 504 and the Handicapped	
What Can Parents Do?	27
Resources Mentioned in This Chapter	28
BILINGUAL EDUCATION	29
Why Is Bilingual Education Needed?	29
How Does Bilingual Education Work in the Classroom?	
What Are the Laws Mandating Bilingual Education?	30
Federal and State Laws: Title VII	
Court Cases: <i>Lau v. Nichols</i> and <i>Aspira</i> Consent Degree	
What Can Parents Do?	31
Some Problems	
Resources Mentioned in This Chapter	32
Title VII Network Centers	32
FOOD, HEALTH AND SAFETY IN THE SCHOOLS	37
School Food Programs	37
Federal Programs	
Headstart	
Special Supplemental Food Program for Women, Infants and Children	
National School Lunch and Breakfast Programs	
Implementation of Federal Programs	
What Can Parents Do?	
Health	39
Health Education	
Disease Prevention and Health Maintenance	
Immunization	
Screening: EPSDT	
Safety	41
Bus Transportation	
Sports	
Gyms	
School Playgrounds	
Resources Mentioned in This Chapter	42
SCHOOL DESEGREGATION	44
Background: <i>Brown v. Topeka Board of Education</i>	44
Effects of School Desegregation	45
Effects on Children: Educational Achievement	
Effects on Communities: White Flight	

How Parent and Citizens' Organizations Can Help	46
Some Examples	
Where Citizens Can Get Assistance	47
Public Funding	
ESAA (Emergency School Aid Act of 1972)	
Private Funding: Local and National Foundations and Other Institutions of Philanthropy	
A Final Note	48
Resources Mentioned in This Chapter	48
HOW TO EVALUATE YOUR CHILD'S SCHOOL	51
The Evaluation Process	52
Who Should Be Involved?	
What to Look for in a Good School	
Parents Have to Do Their Homework, Too	
A Last Word	
Resources Mentioned in This Chapter	56
HOW TO HELP YOUR CHILD AT HOME	57
The Home as a Learning Environment	57
Some Successful Models	
Parents as Resources (PAR)	
Footsteps: Using Television	
Home and School Institute	
AVKO	
Reading Is Fundamental	
Discovering and Dealing with Learning Disabilities	59
What You Can Do	
Where to Begin	
Resources Mentioned in This Chapter	60
A GRASSROOTS GUIDE TO GETTING FUNDS	61
Tailoring Your Approach	61
Seeking Government Grants	63
Government Agencies: \$100 Billion a Year	
Sources of Information	
Closer to Home: Federal Offices Outside Washington, DC	
Federal Information Centers (FIC's)	
State and Local Sources	
A Final Note	
Seeking Foundation Funds	66
Foundations: \$2.5 Billion a Year	
Getting Information	
Finding Sources of Funds: The Foundation Center	
Finding Out Which Foundations Fit Your Needs	
Organizing Your Information	
Approaching Foundations	
The First Meeting and After	

Seeking Corporate Support	67
Corporations: \$1.35 Billion a Year	
Finding Possible Supporters	
Fitting Your Approach to the Source	
Approaching a Corporation	
Visit	
The Follow-Up Letter	
Note	
Summary	69
Resources	72
 FEDERAL PROGRAM DIRECTORY	75
Federal Programs Glossary	75
Types of Federal Grants for Education	
Action: The Agency for Volunteer Service	76
Foster Grandparents Program (FGP)	
Retired Senior Volunteer Program (RSVP)	
Volunteers in Service to America (VISTA)	
University Year for ACTION (UYA)	
National Student Volunteer Program (NSVP)	
Senior Companion Program (SCP)	
Youth Challenge Program (YCP)	
Alcohol and Drug Abuse Education Program	78
Basic Skills and Educational Proficiency	78
Career Education	79
Community Development Block Grants	79
Community Economic Development	80
Community Food and Nutrition	80
Comprehensive Employment and Training Act (CETA)	80
Consumer Education	81
Education for All Handicapped Children Act	81
Early Education for Handicapped Children	
Ethnic Heritage Studies	82
Emergency School Aid Act (ESAA)	82
Desegregation Assistance: Grants to Nonprofit Organizations	83
Environmental Education	83
Follow Through	84
Gifted and Talented	84
Headstart (Child Development)	84
Juvenile Delinquency Prevention: Law Enforcement Assistance	85
Promotion of the Arts in Education	85
Youth and Employment and Training Programs (YETP)	86
Youth Adult Conservation Corps (YACC)	
Youth Incentive Entitlement Pilot Projects (YCCIP)	
Youth Employment and Training Programs (YETP)	
Summer Programs for Economically Disadvantaged Youth (SPEDY)	
Women's Educational Equity Program	86
Youth Grants in the Humanities	87
Resources Mentioned in This Section	88

MINORITY NEWS MEDIA	89
Asian American News Media	89
Black Community News Media	90
Hispanic Newspapers and Magazines	93
Native American Newspapers	94
 A TO Z TOPICS	95
Accountability	95
Accounting and Bookkeeping	95
Affirmative Action	96
Bylaws	96
Career Education and Occupational or Vocational Education	97
CETA	97
Collective Bargaining	98
Community Schools	99
Day Care	99
Declining Enrollment	100
Discipline	101
Exceptional Children	102
Families and Children in Crisis	102
Homework	103
Lobbying	103
Mainstreaming	104
Media and Community Organizations	104
Minimum Competency	105
Multiethnic Education	106
Nonprofit Corporations	106
Oral History	107
Parent-Teacher Relationships	108
Parents' Unions	109
Parliamentary Procedure	109
Resources in the Community	109
Senior Citizens	110
Sex Education	110
Sex Equity	111
Street Law	112
Suspensions	112
Teachers' Organizations	113
Television and Youth	113
Testing	114
Tracking	115
Volunteers in Schools	115
Voucher Plans	116
Youth Participation	116
Zero Sum Game	117

TOOL KIT	118
Hotline for Families and Children in Crisis	118
Your Telephone Is a Powerful Ally	120
Visiting the Classroom	120
School-Community Relations Report Card	121
Effective Meetings	122
For Parents of Children with Special Needs	122
Reading Readiness Skills—Games Parents Can Play With Their Preschool Children	124
Student Records: Recording Your Complaint	125
Meeting with Officials	126
Sample Letters	126
Requesting a Conference with a Teacher or Counselor	
Requesting Conference with Principal	
Requesting Permission to Speak Before the School Board	
Filing a Title IX Complaint	
Learning Disabilities Checklist	128
NATIONAL ORGANIZATION DIRECTORY	130
National Organization Directory Index	147
Evaluation Form	153
Did We Miss Your Organization?	154
Citizen Organizations: A Study of Citizen Participation in Educational Decision Making	155

Credits

Photographs:

Jackson-Mann Community School, Boston. Photographer: pp. 5, 90, Thomas Sobolik; pp. 24, 37, Zainah Anwar.

Tobin School, Boston. Photographer: p. 29, M. Stockwell; p. 86, John Tlumacki.

Oak Square Elementary School, Boston. Photographer: p. 27 (unknown); p. 44, Dave Reich.

Hamilton School, Boston, p. 50.

P. 107, Andrew Lenton.

Children's Drawings:

P. 1, Pontaya Smith.

P. 83, Jimmy Chow.

P. 87, Lilian Shia

Illustrations

	PAGE
FIGURE	
1. The Education Pyramid	6
2. Where the Money Comes From	11
3. Court Levels	19
4. School Evaluation	54
CHART	
I. Before Writing a Proposal	63
II. Foundations at a Glance	65
III. A Proposal and After	71
MAP	
1. Urban Coalition Offices	15
2. Urban League	16
3. League of Women Voters Offices	74A

INTRODUCTION

Don Davies



This book is for parents, citizens and grassroots organizations who want to make public schools better. *Education for All People! A Grassroots Primer* emphasizes information about national organizations which can help grassroots groups. It is one result of a three-year study of citizen participation in educational decision making funded by the National Institute of Education and conducted by the Institute for Responsive Education (IRE) in Boston. IRE is a private, nonprofit organization which advocates and studies citizen participation in education throughout the country. (For more information about this study and its other publications, see inside back cover.)

For the purposes of this book, the term "grassroots" refers to a broad spectrum of Americans, many of whom must struggle to provide for their daily needs, many of whom are unemployed. They are Black, White, Hispanic, Native American, Asian; they live in all parts of the United States. Although people at the grassroots level number in the tens of millions, they have little economic or political power and little influence over institutions such as schools that affect them.

Lack of information about rights and responsibilities is a common problem and one cause of people's powerlessness. One of the most important things we have learned from our own and others' research is that information is essential to meaningful citizen participation in educational policy making. The availability of information stimulates participation; withholding it keeps people powerless. The old saying, "Knowledge is power!" is really true. Marilyn Gittell, Research Director of IRE's study for the National Institute of Education, points out, "Knowledge is one factor that distinguishes the powerful from the powerless; the powerful, by monopolizing information, can prevent others from sharing power."

Another characteristic grassroots people share is a stake in the public school system; their children represent the majority of children in public schools, especially in the big cities. Their heavy dependence on the public school system comes in spite of the fact that, historically, public schools have not educated these children in an adequate or fair way.

It is because grassroots people lack the information they need to truly participate in policy decisions, and because parents have such an important part to play in their children's education, that *A Grassroots Primer* has been put together. If people are informed, they will be able to act more effectively in advocating change. The *Primer* emphasizes how and where to get information and what kinds of information grassroots groups need if they are to be effective.

While planning for this directory, our staff talked to hundreds of community people, sent questionnaires to scores of organizations and read many handbooks and manuals on the educational concerns of parents and citizens today. The nine main topics explored here were those most often suggested by the people and groups we contacted:

- Public schools: knowing the territory
- Parent and student rights
- Special education
- Bilingual education
- Food, health and safety in the schools
- School desegregation
- How to evaluate your child's school
- How to help your child at home
- A grassroots guide to getting funds

The topics provide information needed by grassroots groups if they are to make an impact on important policies.

These chapters also recommend specific publications and places to get further information and help. Publication information and organizational addresses are listed in each chapter's resources. While some of the publications mentioned in these chapters are of national scope, many are based on local conditions and can serve only as models for other communities. National organizations (noted by an asterisk) are described in the National Organization Directory at the end of the book.

Following the nine main chapters are sections on Federal programs, minority news media and an A to Z listing of various topics of concern to grassroots people. A Tool Kit contains a list of hotlines for families and children in crisis; samples of letters to principals, school boards and other officials; checklists for evaluating schools; practical suggestions for dealing with school officials; and other tips for concerned citizens. A directory of national organizations which help grassroots groups follows. It provides a general description of each organization, its services and clients and its address and phone number.

There is a continuing need for grassroots groups to develop networks laterally; that is, among each other. Networks allow isolated organizations with similar structures, constituencies and problems to communicate and exchange resources and experiences in a concrete way. Citizen groups are distressed to discover they operate in a vacuum; rarely are they put in touch with one another. For this reason we have included, throughout the book, examples of grassroots organizations involved in educational issues. We hope that parents and other citizens will take heart and realize that it is possible for ordinary citizens to organize successfully and influence policy decisions on issues that affect us all, and that grassroots groups can form networks to expand their knowledge and power.

We hope that this book will help steer parents, citizens and grassroots organizations to information they need to increase their participation in making schools a better place for their children to learn.

GLOSSARY

Access - A way to approach, use or participate in something. Sometimes used to refer to permission to participate. Example: Parents should have access to information about the school.

Advocate - 1. (verb) To argue for or on behalf of another person or to publicly urge action on a case or an issue. 2. (noun) The person who presents a case or argues for a person or cause.

Advocacy - The process of arguing or working for an individual case or cause.

Case advocacy - Work with an individual case to win better services in education, health, welfare, and so on.

Class advocacy - Work for a group of people against inadequacies or injustices; the goal is a remedy that would benefit an entire group or class of people.

Alienate - To make someone unfriendly or hostile to you or your cause.

Assess - To evaluate or determine the state of something. Example: The council will assess the need for after-school day care.

Authorizing legislation - The law that establishes a right, program or funds.

Bureaucracy - The administration of government and organizations through departments and subdivisions managed by sets of appointed officials following a fairly rigid chain of command and often involving much red tape.

Constituents or Constituency - The people represented by an elected official or council. Sometimes used to refer to the community served by an organization or agency.

Criteria - The standards or measurements by which something will be judged or evaluated. Example: The parent council discussed *criteria* to be used in selecting a new principal.

Curriculum - The studies and courses provided to students in a school. The school curriculum describes what each grade will teach children.

Desegregation - The process of eliminating or decreasing the separation or segregation of people by race, religion, language group or sex.

Disseminate - To spread the word and share information, materials or ideas with a wide audience.

Document - (verb) To collect evidence or information about a situation, sometimes to support an opinion or build a case.

Due Process - A legal term used to refer to procedures that must be followed to insure fairness and protect the basic rights of all persons.

Formulate - To develop a plan or program or to express ideas in a systematic and careful way.

Implement - To carry out, accomplish or put into effect a law or program.

Legal talk - Example: *Brown v. Topeka*. This is the way a lawsuit is named. It stands for Brown versus the Topeka, Kansas Board of Education, the 1954 Supreme Court ruling which made "separate but equal" education unconstitutional. The first name is that of the plaintiff—the person or group who brings the lawsuit. The second name is the defendant—the person, city or group charged with breaking a law.

Mainstream - To include or serve in the regular program. In education, refers to educating handicapped or bilingual children in regular classes.

Mandate - 1. (noun) An order or law. 2. (verb) To order or require something, often by law.

Policy making - Setting the basic laws, guidelines or principles to be used in planning and running programs or organizations.

Primer - A basic book used to begin to learn about a subject.

COMMONLY CITED FEDERAL EDUCATION PROGRAMS

Title - The heading for a section of a Federal law. Most Federal laws have several sections, each with a number, such as Title I. These are some of the commonly cited "title" programs in education.

Title I - Section of the Elementary and Secondary Education Act (ESEA), 1965, and amended several times since. Provides Federal money to school districts to offer compensatory programs in school districts with a specified percentage of children from low income families. Supports a variety of programs including extra reading teachers, materials, medical care, etc. Every school district receiving Title I funds is required to have a Parent Advisory Council (PAC) to help plan and monitor programs. PACs are also required for individual schools with Title I programs.

Title VI - Section of the Civil Rights Act, 1964. States that all persons have an equal right to participate in and benefit from any program that receives Federal money. No person may be denied this chance because of race, color or national origin. Citizens have the right to file a complaint at any time if they have been denied equal rights. All schools receiving Federal money must complete a "Civil Rights Survey" every year and send this to the Department of Health, Education and Welfare, which investigates complaints and tries to work with the school system to correct discrimination. If this does not work, Title VI authorizes the cutoff of Federal money to any school system that discriminates.

Title VII - Section of the Elementary and Secondary Education Act (ESEA), 1968, also called the Bilingual Education Act. Provides Federal monies to local school districts to support bilingual programs. If the state has its own bilingual education law, then regular expenses for the bilingual programs must be paid from state funds. Title VII monies must then be used for additional bilingual programs such as career education, guidance counselors, or special reading programs.

Title IX - Section of the Federal Educational Amendments, 1972. Prohibits sex discrimination in any educational program or activity that receives Federal funds. Regulations for Title IX state that admission to schools and programs, extra-curricular activities and school athletic programs must all be equally available to male and female students. The hiring policies and practices of schools and colleges must not discriminate on the basis of sex. Schools and colleges are required to develop a plan to eliminate discriminatory practices and set up a grievance procedure for complaints.

Public Schools: Knowing the Territory

Don Davies



You have a right to expect good schools, to improve them and take part in making decisions about them. But you can act on rights and responsibilities only if you know how public education is structured, how it is financed, how, where and by whom decisions are made, and how parents organize to become involved. As an individual or group, you will be more effective if you know the territory first.

Public education is set up like a pyramid with laws, policies, guidelines and practices built on the foundation of state laws and the United States Constitution. To make this pyramid useful to you and your group, you will need to fill in the names of the people responsible at each level in your own community and state—principals, school board members, superintendents, state legislators and others. (See Figure 1.)

Useful suggestions on how to deal with people in this education pyramid are given in the free booklet, *Working With Your School*, by the Texas Advisory Committee to the United States Commission on Civil Rights. Information about public school organization and the decision making process can be obtained from your state's League of Women Voters (most have offices in the state capital—see map at the end of "A Grassroots Guide to Getting Funds") and Department of Education. Fact books about local schools can be obtained from some school districts through the superintendent's office or from local Leagues of Women Voters.

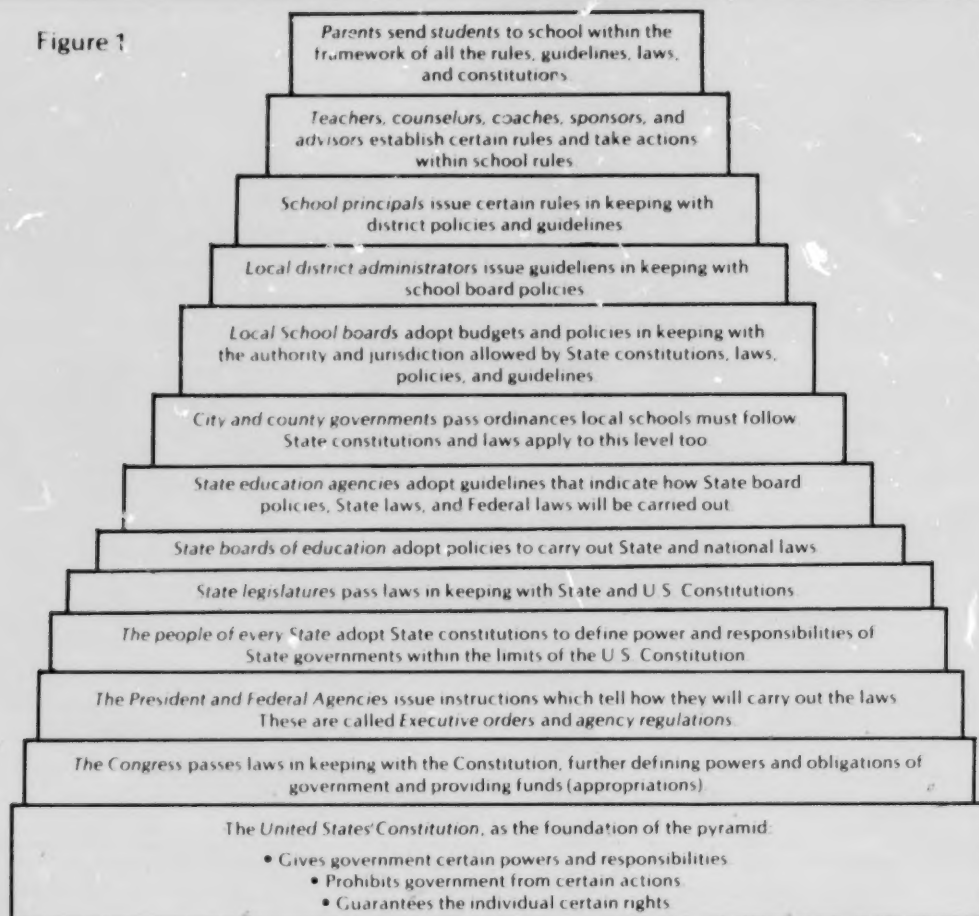
FINANCE: WHO PAYS FOR THE SCHOOLS

As a taxpayer, you pay for the schools. The schools are public institutions which operate with local, state and Federal money. (See Figure 2.) An average of eight percent of school operating costs come from Federal programs; this percentage is higher in cities with many poor people and lower in wealthier districts. About 43 percent comes from local taxes, mostly property taxes. Local districts use revenues from selling bonds to cover capital expenses like building or renovating buildings, or buying land. On the average, states cover about 47 percent of school operating costs, but these percentages vary widely in different states.

Decisions about which groups—individuals, businesses or services—will be taxed to support the schools are made by city or town councils and local school boards, state legislatures and the United States Congress. Decisions about how the money will be used are made in the budget making process at each level of government, from the individual school building to the Congress. This process and the resulting budget affects everything that happens in a school district.

Many experts would like you to believe that budgets and the budget making process are too complicated for most parents and community people to understand. It really isn't if you are willing to read and get some help.

Figure 1



Working With Your School, Texas Advisory Committee to the U.S. Commission on Civil Rights, 1977, p. 2

Where to Get Help

Fortunately, many citizen organizations recognize the importance of helping parents and citizens understand the budget process and provide related publications or workshops. The Center for Community Change published a useful booklet, *Citizen Involvement in the Local Budget Process*, which emphasizes that the budget process is political and gives suggestions on how to influence it. Many local Leagues of Women Voters have publications on the local, municipal and school budget process. The Chicano Education Project in Colorado has produced several clear and useful booklets on school finance, available in English and Spanish.

Budgeting for Schools, by the School Advisory Council Assistance Project of the University of South Carolina is another helpful guide.

How and Where Are Decisions Really Made? Who Makes Them?

In order for grassroots groups to influence school policies they need to be well-informed about political realities. How are decisions made at the local and state levels? Who really makes decisions? Who influences them? What strategies are likely to influence decision makers? Political traditions and styles of making decisions differ a great deal among cities, towns and states.

Knowing where decisions are made is as important as knowing how they are made and who makes them. For example, it is often true that few policy decisions are made at the school building level; citizen's groups organized to influence decisions at that level only cannot expect to make much difference on educational policies affecting their children. More and more policy decisions about schools are now being made by state legislatures and Departments of Education. Many vital decisions affecting schools are influenced by groups outside the official educational pyramid: businesses and industries, employee unions, professional and citizen interest groups, and religious, racial or ethnic organizations. *Who Controls the Schools?* by the National Committee for Citizens in Education provides a background for finding out about school systems.

As we have noted before, grassroots groups know a lot about their own neighborhoods, but that's usually not enough when so many important decisions are made at other levels of the pyramid. Groups may have to organize at the state level to affect policy decisions.

A key level of the education pyramid is the local school district. It is at this level that Federal and state decisions are carried out. While the state has the constitutional responsibility to provide public education, this responsibility is usually delegated to local school boards.

School Boards

School boards are the governing bodies that make legally binding policy decisions at the district level.

Nearly all cities and towns have a school board or school committee that decides on general policy and adopts or recommends a budget for the school system. The members of a school board may be elected—either at large or to represent districts within a city. School board members may be appointed by other agencies or officials. In some areas, small towns may share a regional school system and each town selects members for a regional school board.

School boards are usually responsible for setting the general educational policy for the school system, making important personnel decisions, and preparing and presenting a yearly school budget. Some school boards have "fiscal autonomy," that is, they have the right to establish the school system budget. However, many school boards can only recommend a budget. The budget must then be accepted, modified or rejected by a city council, the mayor or by the voters themselves.

School boards also must establish a contract with teachers and in many districts enter into collective bargaining to decide on contract provisions. Often important educational questions such as class size are also decided during contract negotiations.

The superintendent of schools, in charge of the school system's daily operation, is usually selected by the school board. The extent to which the school board is involved in the details of hiring and administering the school varies a great deal from city to city. School boards usually make decisions or recommendations regarding the construction, repair or closing of school buildings.

Parents and citizens may need to keep track of their school board's actions to make sure they provide quality educational programs for all the children of a community at a reasonable cost to the taxpayers. You can contact the National School Boards Association for more information.

Ideally, members of a school board should represent the concerns of people in their city or town. Unfortunately, school boards too often represent only some interests. A national opinion survey in 1975 by the National School Boards Association ("The People Look At Their School Boards") showed that many people have little knowledge about their school boards and little faith in how well their board represents them. For example:

- Only half of the public could tell the difference between the "school board" and the "school administration."
- Only a third of all people consider their school board representative; in large cities, only

one-fourth felt their school boards were representative.

- In large cities, less than one-fifth of the people polled felt that "their school board will respond to them by listening to an appeal to reconsider a decision."

These and other public opinion polls reveal public confusion and low levels of confidence in school boards. This is a product of three factors.

First, from the point of view of grassroots people, school boards are unrepresentative. A large majority of school board members are White, middle class males, with business and professional backgrounds. Minorities, women and the poor are dramatically underrepresented.

Second, decades of centralization (concentration of power and authority in one central location) and the merging together of school districts have resulted in fewer, more distant school boards which are less accessible to parents. Between 1950 and 1978, because of centralization, the number of school districts in the United States dropped from 84,000 to 16,000. As the number of local school boards decreased, so did the number of decisions made at the local school and community level.

Third, accompanying this centralization was a change in attitude. Local community school boards were said to be too involved in local politics. While a central board for a large district was felt to be freer of political pressures, taking away local control of education meant not only decreasing the number of school boards but also leaving more and more decisions to the professional, "nonpolitical" manager: the superintendent and his or her staff. Studies show that school boards tend to allow their appointed superintendents and their central office administrators to dominate policy making.

Unrepresentativeness, distance from the public and professional domination of school boards, then, have led to grassroots efforts towards putting the public back into public

schools. Community control is one example of grassroots efforts to regain control of the schools.

Community Control

Community control is an idea, a movement and a new form of school governance.

The basis of the community control idea is that parents—who as taxpayers must support public schools and, as their children's guardians must see to it their children receive quality education—should have a major responsibility in determining who teaches and what is taught in schools.

As a form of governance, community control generally is a school or cluster of schools in a public school district that is autonomous or self-governing in major policy making areas such as budget, personnel and curriculum. Policy making authority would be the responsibility of local community school boards, made up of parents and citizens; authority would be given to them by central boards of education.

The movement towards community control grew in the 1960's through the efforts of low income and minority parents dissatisfied with the slow pace of school desegregation and the inadequate services centralized educational bureaucracies were providing to their neighborhood schools.

Across the country, the movement took two forms. The first was to gain control over a public school (as in the Morgan School in Washington, DC); a cluster of schools (as in the experimental school districts in New York City); or an entire school district (as in Crystal City, Texas). The second form was to create or gain control over an independent, private school (as with Harlem Prep), street academies or parent cooperatives. Sometimes these independent schools tried to get public funding.

The first kind of community control, most fully developed in New York City with the establishment of three community-controlled school districts—Intermediate School 201, Ocean Hill-Brownsville and Two Bridges—began as a reac-

tion to the city school board's failure to desegregate the schools. Because it tied in to the Civil Rights movement, the movement toward community control affected other major cities and included many minority groups.

Chicano communities in Texas, Los Angeles and other parts of the southwest embraced the idea, stressing political and community economic development and preservation of their language and cultural identity. Native Americans sought to break away from the bureaucratic control of the Federal Bureau of Indian Affairs (BIA). Efforts to establish Indian controlled school boards (both BIA controlled and local public schools) stressed schooling in native tradition and language and giving Indian tribes control of schools, breaking years of domination by White professionals and government officials.

In other places, including some small towns and cities, the community control movement produced many small parent cooperatives and other community-based schools outside the public school system. Examples of these include: the Nairobi Day School in East Palo Alto, California; the Bruce Guadalupe Community School in Milwaukee, Wisconsin; and the SAND Everywhere School in Hartford, Connecticut, which later became part of the public school system. These and other schools represent the basic goals of community control: a curriculum based on the needs and cultural traditions of the local community and extensive parent involvement in running the schools. Afram Associates in New York is one organization that has done a great deal of work in keeping the community control idea alive.

The educational establishment opposed the movement because community control challenged 50 years of consolidation and centralization of school systems. One typical response to parent demands for community control was school district decentralization.

School Decentralization

While supporters of community control sought to break up large school districts into

much smaller ones with their own elected school boards, school district decentralization called for keeping one central school board while giving lower levels of the bureaucracy more discretion. Whether this leads to more access for citizens depends on who has the discretion and at what level. This, in turn, depends on whether there is political or administrative decentralization.

Administrative decentralization divides a big city school system into several districts each with its own district office and often its own district superintendent. This was the pattern in such big cities as Los Angeles, Chicago, and Miami. In many cases these efforts have failed to really change the way decisions are made; they have done little more than create another layer of administrators. Administrative decentralization can make school decision making a bit more democratic, however, if it is accompanied by establishment of parent or citizen councils at the new district level as is now the case in Boston.

Political decentralization is like administrative decentralization, with one big difference: the new subdistricts also have their own elected community school boards. This became the pattern in New York City and in Detroit. Whether this involves more parents in making decisions depends on the size of the new districts (many of New York City's community school districts are larger than most cities!), how much control community school boards have over budgets, curriculum and staffing, and the responsiveness of those new school boards.

For decentralization to be effective, there must be real change in how decisions regarding budget, staff and programs are made. In Boston, parents have been able to participate in school policies through their parent advisory councils. Staff and parents can also decide what they think is most important and then suggest a budget for their school. School systems should explore this important new ground if they want effective decentralization. Another idea, school based management, can also include parents and citizens in exploring this new ground.

School Based Mangement

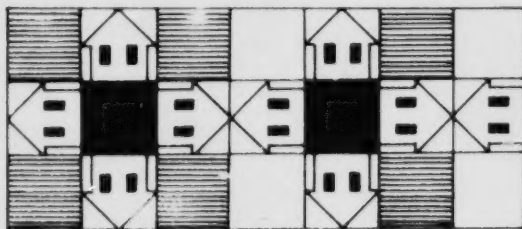
School based or school site management is, in a few schools, presently an idea rather than a reality. It is really an extension of the decentralization idea to the school building level. The school based management concept has three parts:

Financial. The financial aspect of school based management involves school site budgeting, lump sum allocations to individual school buildings based on district-wide rules. (A free report on school site lump sum budgeting is available from the National Urban Coalition.)

Administrative. In addition to lump sum allocations, the school principal would have the authority to make decisions about budget, personnel and curriculum.

Participation. Decentralization of authority to the principal won't mean much to parents unless it is accompanied by ways in which citizens can share in that authority, through school site councils. Where decision making is shared between principals and community representatives on the site councils, school based management would lead to power sharing.

Only two states, Florida and California, have begun to move towards some aspects of school based management—by adding incentives for local districts to try school site budgeting and by mandating school advisory councils. Implementation has been slow and uneven, however. Florida's Monroe County School District has gone furthest towards adopting some ideas of school based management. The National Committee for Citizens in Education's forthcoming book, *School Based Management—New Fad or Force?*, and the Urban Coalition's "Summary Report on School Site Lump Sum Budgeting" (1978), both examine this issue.



Where Citizens Can Get Help

There is no one best source of information or assistance for understanding the political realities of decision making. In some areas, workshops and courses are offered by community colleges or adult education divisions of universities. The Citizen Involvement Training Project at the University of Massachusetts at Amherst, the Southern Center for Public Policy at Clark College in Atlanta, Georgia, and the Citizenship Development Program at Ohio State University in Columbus are examples.

Other community-based institutions may also offer citizenship training. These groups may be in urban settings, such as the Boston Community School and Freedom House in the Boston, Massachusetts area, or in rural communities, such as PURE (People United for Rural Education) in Alden, Iowa, SALT (Southern Appalachian Leadership Training) in Paris, Kentucky and the Highlander Research and Education Center in New Market, Tennessee. There are many active and effective citizen groups which, although not concerned specifically with education, offer information about how decisions are made in other fields: housing, health, job programs, transportation and welfare. These groups are often called community development organizations.

One way to start your education in politics and school decision making is to talk to university faculty members who study local and state politics, or to newspaper reporters who cover the political scene in your community. Other sources of help are staff members of organizations that work on both the local and state (and sometimes national) levels. The Urban League, Urban Coalition and League of Women Voters are examples of organizations that operate at both national and local levels. (A League of Women Voters map appears at the end of "A Grassroots Guide to Getting Funds"; see the end of this chapter for Urban League and Urban Coalition maps.)

Adapted from *Working With Your School*, Texas Advisory Committee to the U.S. Commission on Civil Rights, 1977, p. 5.

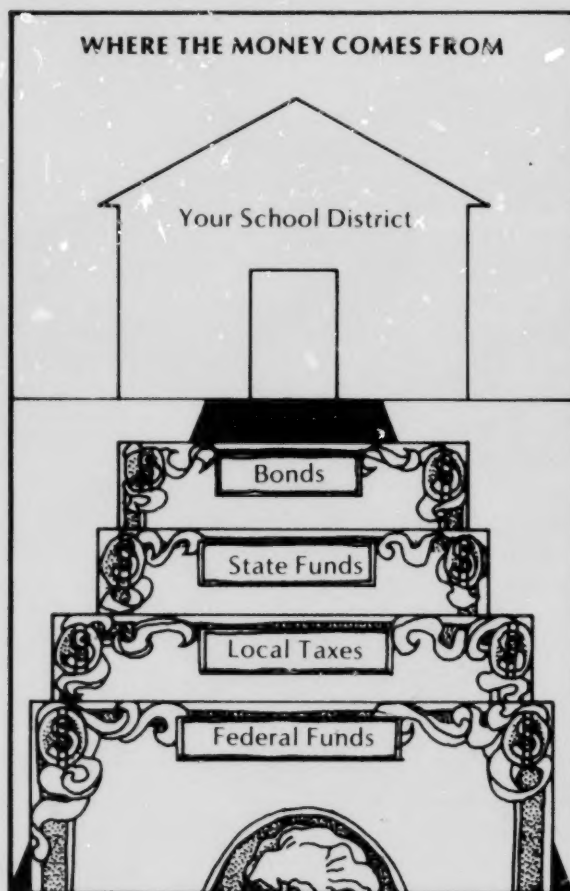


Figure 2

HOW ARE CITIZENS ORGANIZED?

There are three main ways parents and citizens organize to participate directly in improving schools or making decisions: school advisory councils, voluntary citizen groups and parent associations.

Advisory Councils

The citizen's voice in public schools has generally been channeled through elected or appointed school boards. The idea of a separate citizens advisory council was first tried in Berkeley, California in 1919. Not until the late 1960's, however, did advisory councils become

the accepted mode of formal citizen participation in the schools.

Advisory councils are mandated, that is, they are created by some Federal or state law, regulation or local school board policy. A council's function is to represent the views of the community. Its authority, usually limited to giving advice to school administrators, is often spelled out in the council's mandate. Actually, a council's impact and influence depends on its relationship with those it advises and, more important, on the degree of community support.

Different Kinds of Councils. Advisory councils are usually mandated as part of educational innovation; as Federal programs to provide compensatory education for disadvantaged youngsters (Title I, Title VII, Bilingual Education), as state efforts to stimulate school improvement (California), as part of state ordered school finance reforms (Florida and South Carolina), or as part of school district administrative decentralization plans (Los Angeles). Title I is the largest Federal program for the schools; there are thousands of Title I Parent Advisory Committees (PAC's). One good source of information about Title I PAC's is the National Coalition of Title I Parents. A clear and helpful handbook for PAC members, "I'm on the Title I Council—Now What?" is available from the Southeastern Public Education Program of the American Friends Service Committee.

Some advisory councils are district-wide, others serve only the local schools. They may be temporary, such as school-building task forces, or permanent, with a regular mandate, bylaws and regular procedures for selecting, appointing or electing members. Some include parents only while others represent teachers, school staff and non-parent community members. Advisory councils may serve a special purpose (Title I Parent Advisory Council) or they may be general-purpose and offer advice on all areas of the school program.

How Effective Are Councils? IRE's study of citizen organizations and other research show that many of these mandated advisory committees are only "paper tigers." Most of these committees are new in the past few years; many are

confused about their function and authority and have little impact; but a few are very effective. We found that many of the councils have the following common problems: lack of information about what they are supposed to do and lack of resources to accomplish anything, lack of clear-cut authority and responsibility, isolation from the communities they represent and from each other. We also found advisory councils to be most successful when councils:

1. Have access to information;
2. Have independent staff which can do the homework necessary for councils to truly represent the community and not to be dominated by principals (who, in the absence of staff, have all the information); and,
3. Develop close ties to parent and community organizations outside the school.

If these committees can be made to work effectively, they could make power sharing between citizens and educators possible. *How to Make the Best School Site Council in the World*, recently published by the California State Department of Education, is an interesting and informative guidebook about building a school council. Two national organizations that offer publications, packets and technical assistance on school councils are the National Committee for Citizens in Education and the Institute for Responsive Education. Various IRE reports on citizen organizations provide more detailed information about school councils.

Voluntary Organizations

There are thousands of citizen-initiated, voluntary organizations in local communities that focus on school issues. Many serve a single neighborhood or area; others are district-wide.

Neighborhood or community development associations and child advocacy groups are two especially active and effective organizations. The primary goal of community development groups is often economic development; they usually offer direct services to individuals in

their community and actively seek to influence the economic and political process at both local and state levels. Child advocacy groups also provide individual services and seek to protect children's rights through studies and legal action.

Parent Associations

Parent associations, such as the Parent-Teachers Association (PTA) and the Home and School Association have traditionally been support groups involved in such activities as raising money for the school and organizing school-community social events. A few have been involved in school policy and decision making at the local level, while at the national level, the PTA has taken a stand on controversial issues like standardized testing and violence on television.

Many parents are involved in schools as aides, lunch room monitors and volunteers. There are well-organized school volunteer programs in many cities; many are part of the National School Volunteers Program. Parents who have time for this kind of involvement can learn a lot about schools. Their help is needed everywhere.

If you want to have a say in school policies and the kind of education your child receives, however, you will probably want to work as part of an organized, informed, and active citizens' group. As more important policy decisions are made at state levels, citizen groups may have to organize and lobby together to be effective.

RESOURCES MENTIONED IN THIS CHAPTER

Budget Information

Citizen Involvement in the Local Budget Process, 1978, (\$1.50)

Center for Community Change*
1000 Wisconsin Avenue, NW
Washington, DC 20007

Un Nuevo Dia, a quarterly publication.
(\$12.00/year)

Chicano Education Project
144 Stuart Street
Denver CO 80204

(This organization has many publications on parent involvement in budget decisions and school finance.)

Budgeting for Schools, 1979. (free for residents of South Carolina, 20¢ for out of state)

School Advisory Council Assistance Project
College of Education
University of South Carolina
Columbia, SC 29208

Working With Your School, 1977. (free)

Texas Advisory Committee
United States Commission on Civil Rights
1418 South Main Street
San Antonio, TX 78204

Council Information

National Coalition of Title I Parents*
1341 G Street, NW, Suite 520
Washington, DC 20005

Sharing the Power? A Report on the Status of School Councils in the 1970's, 1977. (\$6.00)

Resource Guide and Bibliography on School Councils, 1978. (\$6.00)

Overcoming Barriers to School Council Effectiveness, 1979. (\$6.50)

Rationale and Methods, an advisory council information packet, revised 1978. (\$6.00)

A Directory of Local, State and National Resources, an advisory council resource packet, 1978. (\$4.00)

Institute for Responsive Education (IRE)*
704 Commonwealth Avenue
Boston, MA 02215

Who Controls the Schools?, 1978. (\$2.50)

National Committee for
Citizens in Education*

Wilde Lake Village Green, Suite 410
Columbia, MD 21044

(This book also contains information on school based management and school boards.)

How to Make the Best School Site Council in the World, by Jean Rosaler, 1979. (Free to California public agencies and schools from the Bureau of Public Sales, PO Box 271, Sacramento, CA 95802)

Jean Rosaler
Box 130
1820 Union Street
San Francisco, CA 94123

(All other individuals and organizations should contact Ms. Rosaler.)

School Based Management

School-Based Management — New Fad or Force? (Will be available at the end of August, 1979)

National Committee for
Citizens in Education*
Wilde Lake Village Green, Suite 140
Columbia, MD 21044

"Summary Report on School Site Lump Sum Budgeting," by Badie G. Foster, Nicholas A. Fischer and Karen K. Fischer, 1978. (Single copies free)

National Urban Coalition*
1201 Connecticut Avenue, NW
Washington, DC 20036

School Boards

National School Boards Association*
1055 Thomas Jefferson Street, NW
Washington, DC 20007

School Volunteer Programs

National School Volunteer Program*
300 North Washington Street
Alexandria, VA 22314

(NSVP will provide a list of available materials and current programs.)

Citizen Involvement Training

Citizen Involvement Training Project
Division of Continuing Education and
Cooperative Extension Service
University of Massachusetts
Amherst, MA 01003

Center for Community Change*
1000 Wisconsin Avenue
Washington, DC 20007

Southern Center for Public Policy
Clark College
240 Chestnut Street, NW
Atlanta, GA 30314

Citizenship Development Program
Mershon Center
Ohio State University
199 West 10th Avenue
Columbus, OH 43201

Boston Community School
107 South Street
Boston, MA 02111

Freedom House
14 Crawford Street
Roxbury, MA 02120

Highlander Research and Education Center
Route 3, Box 370
New Market, TN 37820

Parents United for Rural Education*
Route 41, Box 3
Alden, IA 50006

Southern Appalachian Leadership Training
Route 6
Peacock Road
Paris, KY 40361

"I'm On the Title I Council—Now What?," 1977.
(\$2.00)

Southeastern Public Education Program
American Friends Service Committee*
PO Box 22652
Jackson, MS 39205

Community Control

Afram Associates
68-72 East 131st Street
Harlem, NY 10037

National Urban Coalition: Local Urban Coalitions



National Urban League, Inc.: Local Affiliates



Legal Rights of Parents and Students

Don Davies



A number of people we have talked to while planning this directory have told us that many parents and grassroots organizations do not have adequate information about their legal rights in education. In this chapter we will provide some basic information about what parents' and students' legal rights are, how the court system works, and where to get information and help.

What are Parent and Student Legal Rights?

The Constitution does not stop at the schoolhouse door. Students have rights. Parents have rights. Both also have obligations and responsibilities.

In the past 50 years court interpretations have expanded the rights of children, students in school and parents. In 1924, the Supreme Court confirmed the right of parents "to guide the education of their children." Children also have a right to free public education without discrimination on account of race, sex or ethnic background. In all states children are required to attend school between the ages of six and 16. (The ages for compulsory school attendance vary somewhat from state to state.)

The last half century has also seen state and Federal courts gradually confirm the idea that the constitutional rights adults enjoy also apply to young people in the public schools. Some of these basic legal rights are outlined below.

Free Speech

Students have the same rights as adults to free speech. This includes the right to express an opinion silently, by, for example, wearing an armband or refusing to recite the pledge of allegiance to the flag to express a religious belief. There are, however, limitations and interpretations to consider. The courts have stated that students can be prevented from expressing themselves only if their actions "materially and substantially disrupt the work and discipline of the school." School officials are allowed considerable discretion in determining whether an action substantially disrupts.

Privacy and Searches

The courts have stated that students and their lockers and desks can be searched by school officials or police officers with the permission of school officials. The students cannot stop a search but they can refuse to give their consent by stating that they do not consent. In its "Student Rights" pamphlet, the Student Rights and Responsibilities Project of the American Friends Service Committee in Dayton, Ohio suggests:

Don't keep anything in your locker or on person you wouldn't want the school to see. Police and security guards are allowed in schools—but they must follow proper

legal procedures. Don't resist police or security guards, but remember that anything you say can be used against you. Ask that your parents or attorney be present and remain silent about anything that might incriminate you. You can't be punished for not talking. Don't let anyone push you or trick you into saying too much.

Due Process: Suspensions and Expulsions

School officials can temporarily, by suspension, or permanently, by expulsion, deny a student the right to attend school. But certain procedures known as *due process* must be followed. For short suspensions, ten days or less, students must be given oral or written notice of the charges against them, and at least some kind of informal hearing before or immediately after the suspension, if they deny the charges and object to the action taken. (See Tool Kit for a sample letter to the principal discussing suspension.)

Longer suspensions or expulsions require more formal due process, including a formal hearing before the person ultimately responsible for student conduct, usually the principal. A written statement of the charges must be provided to students and their parents before the date of the hearing. Students have the right to inspect in advance any affidavits or exhibits school officials intend to use at the hearing and to present a defense against the charges by the use of affidavits, exhibits and witnesses. In most cases, students and their parents should seek the advice of a lawyer, and request that a lawyer be present at the hearing and present the defense. Court decisions, however, have differed on whether school officials must allow a student's lawyer to be present.

If the decision is unfavorable to the student, she or he may appeal to higher authority. In most districts and states, this means appeal first to the superintendent, then to the school board and finally to the state superintendent or commissioner of schools.

Minority parents should be especially alert to suspension practices and procedures, as suspension rates for Black children are much higher

than for White children. In its 1975 report, *School Suspensions: Are They Helping Children?*, the Children's Defense Fund studied suspensions and asserts that "there is a pervasive school intolerance for children who are different." This report states that well over half of the suspensions are for offenses dangerous to neither persons nor property. Nearly a quarter were for truancy and tardiness, for example.

Corporal Punishment

Some states have laws against physical punishment such as spanking in the schools; many others allow local districts to establish their own rules.

Even if a state or local district allows corporal punishment, the punishment must be *reasonable* and *necessary* and the courts have upheld the rights of parents to sue when students have been injured by a school employee by excessive use of force. A recent Federal court decision held that if parents tell school authorities that their children are not to be spanked, the school administrators must respect the parents' wishes. If you want to take advantage of this, you should send a registered letter to the school principal saying you do not want your child to be physically punished.

Hair and Dress Codes

Schools can establish rules about hair length and dress. Different Federal circuit courts have ruled differently on what can be required. The Supreme Court will eventually decide.

Student Marriage and Pregnancy

When students marry, they may drop out of school if they want to do so, even if they are below the compulsory school attendance age. If married students wish to remain in the school they have the right to do so. A recent decision also requires school officials to demonstrate that the educational process is being disrupted if they want to bar the attendance of pregnant students.

Student Records

A recent Federal law, The Family Educational Rights and Privacy Act of 1974, states that no Federal funds may be given to any school that denies parents the right to see and review their children's school records. Parents of children under 18 can review records, challenge them and have a hearing about the accuracy or appropriateness of any information placed in the child's school file, and have such information corrected or taken out. They can also limit the number and type of individuals who see their child's records and they must be notified every time records are turned over to a court by judicial order. Once a student becomes 18 or enters a postsecondary institution, all the rights afforded to parents, such as those mentioned above, are then transferred to the student. (See Tool Kit for procedures on student records.)

Discrimination

Every student is entitled to receive an education equal to that of all other children regardless of his or her sex, race, color, national origin or religion. No school can discriminate against any child or group of children on these grounds. Desegregation to reduce discrimination is discussed in the chapter on school desegregation;

sex equity is discussed in the A to Z topics. (See also Tool Kit for sample letter in filing a complaint against discrimination.)

Enforcing and Establishing Rights: How Does the Court System Work?

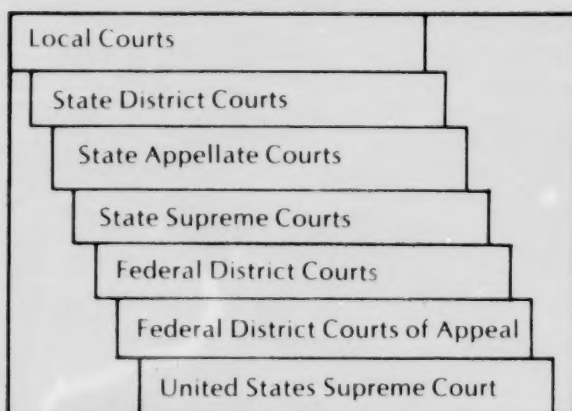
If you are concerned about parent and student rights, it is important for you to know something about how the courts work because they are the public's chief protector and interpreter of rights and responsibilities. It is also important to know how to get legal help.

People in positions of authority in the public schools—principals, teachers, superintendents and school boards—have no legal authority except that which is granted by the Constitution and laws passed under its authority. People in responsible positions also have the obligation to take positive action required by law or the Constitution. Under the Federal system of government set up by the United States Constitution, the courts are the umpires responsible for interpreting the laws, rules, and regulations whenever there are disagreements or disputes.

The United States Supreme Court is the final legal authority. But decisions are made at each of the levels shown in the following diagram, subject to review by the Supreme Court. All local and state laws must be in keeping with the Constitution and with Federal laws. There are generally seven levels of courts which can affect the schools. (See Figure 3.) These courts have the power and responsibility to:

- Review facts in cases brought to their attention
- Interpret the United States and state Constitutions
- Decide if a constitution or law has been violated
- Order punishment when there is a violation
- Order action to be taken, when necessary, and
- Order illegal actions or practices stopped

Figure 3 Court Levels



Working With Your School, Texas Advisory Committee to the U.S. Commission on Civil Rights, 1977, p. 3.

What Citizens Can Do

But actions, rules, regulations and laws affecting schools or made by school officials are assumed to be constitutional or legal unless they are challenged by someone.

For example, if a school board adopts a new and severe rule about student suspensions, you can challenge it on the grounds that it violates a state law, the state constitution, a Federal law or the United States Constitution. Similarly, you can challenge the failure of a school official or agency to take action that may be required by law. For example, many school districts that have not taken action to desegregate their schools have been taken to court.

As an individual or a group with a complaint or a problem, you may have the right and the grounds to bring suit. Trying to change rules and policies or bring about positive action by school officials through the courts is slow and expensive. Usually, other avenues should be tried first—persuasion, direct negotiation, bringing public attention to the problem or organizing politically to influence policy making. Sometimes just the threat of bringing suit is enough to produce desired action.

Before you proceed with any legal problem, you need good legal advice. We have only scratched the surface here on the topic of legal rights and the court system, but there are many good sources of information and help.

WHERE TO GET INFORMATION AND HELP

Some national groups that can provide publications and direct you to local sources of help are listed in this directory. These are the Children's Defense Fund, the American Civil Liberties Union, the Legal Defense Fund of the National Association for the Advancement of Colored People, the Mexican-American Legal Defense Fund, the Lawyers' Committee for Civil Rights Under the Law, the Puerto Rican Legal Defense Fund, the Asian Law Caucus, and the Native American Rights Fund.

Legal Aid and Advice

A lawyer in your own community who is willing to provide free advice might be a good place to start. Some large law firms provide a limited amount of legal advice and assistance to non-profit community organizations. In a few places there are public interest law firms. The local Bar Association should also be able to help you. Another source of both advice and legal help is the Legal Aid Society which, if there is one in your area, will be listed in your telephone book. Finally, the Legal Services Corporation, a federally-funded organization in Washington, DC can provide a list of legal services organizations set up expressly to serve low-income clients.

Student and Parent Rights Programs

There are quite a few student and parent rights programs in different states. Massachusetts has developed a unique network for promoting student involvement in student rights through the Bureau of Student Services of the State Department of Education. One of its programs develops models to improve students' information about their rights under anti-discrimination laws such as Title IX and Chapter 622, a Massachusetts statute which prohibits discrimination toward students in public schools, grades kindergarten through 12, on the basis of race, national origin, religion and sex. This state program, known as Student Commitment to Educational Equity (Project SCEE) trains students elected by their peers to learn about the law and run workshops for students and mixed-age groups on anti-discrimination issues and student rights.

In Pennsylvania, the Parents Union for Public Schools in Philadelphia is a well organized and vocal group which formed during a teachers' strike in the 1972-1973 school year. The Parents Union is committed to securing quality education for all Philadelphia school children and educating parents about their rights in relation to schools. The Parents Union has worked on issues like desegregation, class size, parent access in collective bargaining, school budget

cuts, Federal funding for public schools and televised board meetings. They are also involved in litigation on behalf of parent and student rights and run advocacy workshops. (See "Parents' Unions" in the A to Z section and the Parents' Bill of Rights in the Tool Kit section.)

Some school systems have prepared handbooks on parent and student rights. The Columbus, Nebraska school system prepared a coloring book to inform younger children about student rights and published information on how other groups can develop their own handbooks. Other organizations active in this area are the American Friends Service Committee (see AFSC Education Programs listed at the end of this chapter) and the National Committee for Citizens in Education in Washington, DC.

Child Advocacy

Many child advocacy groups have been started around the country in the past few years. These organizations help children and parents in two ways. Through work on individual cases (case advocacy), they provide direct, personal help in many ways, including speaking to school officials, accompanying a child or parent to a hearing, speaking to providers of medical and welfare services and speaking in courts or police departments. The child advocate helps to find a solution to a particular problem to help a particular child and parent. In addition to many nationally-based child advocacy groups, there are local organizations—the Institute for Child Advocacy in Los Angeles, California; the Education Law Center, Newark, New Jersey; the Massachusetts Advocacy Center; and the New York Advocates for Children—active in this area.

Through *class advocacy*, organizations such as the Children's Defense Fund, the Citizens' Council for Ohio Schools and Aspira of America, Inc. seek to resolve problems of groups of children, such as Spanish-speaking children, children excluded from school, or children in mental institutions.

Child advocates have also pushed for establishment of offices inside state government to coordinate Federal and state programs for children. At least 17 states have established offices

of child development or children's services under many different titles. These offices emphasize improved services for children; their scope cuts across the boundaries of health, education, social welfare, nutrition and housing. In some cases, these state government offices perform some advocacy functions. For example, the Massachusetts Office for Children maintains an "information and referral program designed to advocate for children in need of services and to guide them and their parents to appropriate help," and serves as a proponent of improved programs for children within all other state agencies. Some of these new state offices have played an active role in establishing state-wide child-abuse registries.

The fastest way to find out whether your state has such programs and if it does, what services it provides, is to call the information number for your state government or write or call the Secretary of State in your state capital.

Remember, the first step toward securing quality education is to become aware that citizens have certain rights regarding the educational process because they pay for the services provided by educators. Citizens must also act on behalf of their children, the consumers of education, who also have certain rights which guarantee them quality education and protect them from abuse. Once people are informed of their legal rights, they can proceed to organize and advocate for change with the confidence that the law is behind them.

RESOURCES MENTIONED IN THIS CHAPTER

School Suspensions and Child Advocacy

New York Advocates for Children
29-28 41st Avenue, Room 508
Long Island City, NY 11101

Institute for Child Advocacy in Los Angeles
4035 South Broadway
Los Angeles, CA 90037

Massachusetts Advocacy Center
2 Park Square
Boston, MA 02116

Education Law Center
605 Broad Street
Newark, NJ 07102

Aspira of America, Inc.*
1201 Connecticut Avenue, N.W., Suite 400
Washington, DC 20036

School Suspensions: Are They Helping Children?
A Report of the Children's Defense Fund, 1975.
(\$4.00)

It's Time to Stand Up for Your Children: A Parent's Guide to Child Advocacy, 1979. (\$1.50)

Children's Defense Fund*
1520 New Hampshire Avenue, S.W.
Washington, DC 20036

Parent and Student Rights

Parents Union for Public Schools in
Philadelphia
401 North Broad Street, Room 1006
Philadelphia, PA 19108

William Overman
Columbus Junior High School
1661 25th Avenue
Columbus, NE 68601

(The school supplies a free newsletter which describes its student rights handbooks.)

Working with Your School, Texas Advisory Committee to the United States Commission on Civil Rights, 1977. (free)

Texas Advisory Committee
418 South Main Street
San Antonio, TX 78204

The Rights of Parents in the Education of Their Children, David Schimmel and Louis Fischer, 1978. (\$3.95)

National Committee for Citizens in
Education*
Wilde Lake Village, Green Suite 410
Columbia, MD 21044

(Also available free is NCCEE's "Parent Rights Card," listing 21 rights provided under Federal or state constitutions or laws.)

Student Rights, 1979 (Free)

Consumer Tips for Parents, 1979. (10¢)

Guide to Teaching Student Rights and Responsibilities: They Go Hand in Hand, 1979. (\$1.00)

Student Rights and Responsibilities Project
American Friends Service Committee*
915 Salem Avenue
Dayton, OH 45406

The Rights of Students—An American Civil Liberties Union Handbook, American Civil Liberties Union, 1973, Avon Publishing. (Found in bookstores and libraries)

Legal Services for Low-Income Clients

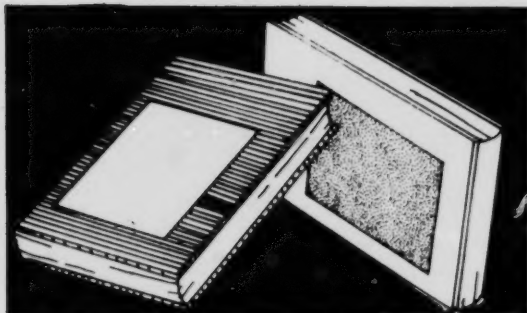
Legal Service Corporation*
733 15th Street, N.W.
Washington, DC 20005

Student Programs on Anti-Discrimination Laws and Projects

Student Commitment to Education Equity
(Project SCEE)
Kathleen Atkinson, Project Director
State Department of Education
31 St. James Street
Boston, MA 02111

Citizens' Councils for Ohio Schools
517 The Arcade
Cleveland, OH 44114

AFSC EDUCATION PROGRAMS



AFSC — Boston Public Education Program
73 Tremont Street, Room 606
Boston, MA 02108
617-523-1890

Emphasis: Parent participation in the court ordered desegregation process, increased involvement of the language minorities, and students with special needs.

AFSC — Chicago Public Education Program
407 South Dearborn Street
Chicago, IL 60605
312-427-2533

Emphasis: Special education, discipline, and school records; community advocacy.

AFSC — Dayton Student Rights Project
915 Salem Avenue
Dayton, OH 45406
513-278-4225

Emphasis: Information and support to parents and students regarding their rights and responsibilities.

AFSC — Seattle Education Program
814 N.E. 40th Street
Seattle, WA 98105
206-632-0500

Emphasis: Discipline, minimum competency, school board policies and desegregation.

AFSC — Bridgeton Youth Program
521 South Pine Street, Extension
Bridgeton, NJ 08302
609-455-7343

Emphasis: Multi-service youth activities center.

AFSC — High School Program
2160 Lake Street
San Francisco, CA 94121
415-752-7766

Emphasis: Student rights and responsibilities ... student participation.

AFSC
1925 Nicollet Avenue, #207
Minneapolis, MN 55403
612-870-1501

Emphasis: School discipline.

AFSC — Assertive Conflict Resolution Program
821 Euclid Avenue
Syracuse, NY 13210
315-474-4822

Emphasis: Non-violent conflict resolution.

AFSC — Southeastern Public Education Program

AFSC
P.O. Box 22652
Jackson, MS 39205
601-948-0852

AFSC
P.O. Box 56JJ
Macon, GA 31201
912-742-8335

AFSC
401 Columbia Building
1200 Main Street
Columbia, SC 29201
803-252-0795

Emphasis: Title I, Title IX, discipline, school finance and minimum competency.

Special Education

Marion Van Arsdell



There are approximately eight million children and young people below the age of twenty-one in the United States who are counted as handicapped. For some, their disabilities are physical limitations, impaired hearing or vision, or mental retardation. Other children experience emotional or behavioral problems that interfere with their development. The largest number of children included in the handicapped population have either speech problems or specific learning disabilities. Although the nature of their disabilities varies, many of the eight million young people share a common need for special educational services in order to learn successfully and develop to their full potential.

A child's difference does not have to become a handicap. But, without the necessary educational programs, therapies or related services, many of these disabilities will handicap a child in learning academic and social skills. In the past, many children with a disability have either been denied a public education or assigned to separate and inadequate programs. Concerned parents and citizen groups have worked over the past twenty years to expose the inadequacy of services for children with disabilities. As a result of these efforts, new legislation has recently been passed guaranteeing the right of all handicapped children to a free and appropriate public education.

FEDERAL PROGRAMS

Many of us are parents of a child with a special need, or we work each day with children and their families. It is important for us to know about two major pieces of Federal legislation: Public Law 94-142, the Education for All Handicapped Children Act, and Section 504 of the Vocational Rehabilitation Act of 1973. Both laws have important impact in the area of special education. Some states also have their own laws that complement P.L. 94-142 and Section 504. State law may provide *more* services, rights or protections for handicapped children, but every state must meet the requirements of P.L. 94-142 to be eligible for Federal funds to help meet the costs of special education services.

Public Law 94-142

P.L. 94-142, the Education for All Handicapped Children Act, was enacted in 1975. This law requires that each state identify, evaluate and place all handicapped children between the ages of three and eighteen years of age in a free, appropriate educational program at public expense. By 1980, the law will extend to young people up to twenty-one years of age. Because children with disabilities have often been isolated and inappropriately segregated in special classes, P.L. 94-142 requires that a child be

placed in the "least restrictive" program that is appropriate to meet his or her individual needs.

P.L. 94-142 and Parents Rights. Parents and students have very important rights under P.L. 94-142. These include the parents' right to written notification *before* any identification, evaluation or placement of their child in special services. The school is to consult parents before their child is evaluated and parents are to participate fully in all meetings held to plan their child's educational program. Often parents need information about their rights and assistance as they exercise those rights as spelled out in P.L. 94-142. National groups such as Closer Look and the Council for Exceptional Children can provide parents with helpful printed information on laws concerning special education. (See "For Parents of Children with Special Needs" in the Tool Kit.) Local groups can also provide workshops, training sessions and meetings to help parents understand their rights. Groups such as the Federation for Children with Special Needs in Boston also arrange for volunteer advocates to assist parents as they evaluate and plan for their child.

This article summarizes some of the major provisions of P.L. 94-142. For more complete information, it will be helpful to obtain a copy of the law by contacting your Congressperson or writing for a copy of P.L. 94-142, available at the United States Government Printing Office.

P.L. 94-142 and Individualized Education Programs. P.L. 94-142 requires developing an Individualized Education Program (I.E.P.) for each child. The first step in this process should involve careful evaluation and assessment of the child to identify strengths, weaknesses and specific disabilities. The law states that any tests used to assess a child must be free of racial or cultural bias and must be given in the child's native language or other mode of communication—for example, sign language for the deaf.

After the evaluation is completed, the parents should be given copies of all reports on their child. A meeting is then held to discuss the evaluation's results and to plan an I.E.P. for the child. This meeting should include the child's teachers, those who did the testing and the par-

ents. The meeting will be convened by a representative of the school department. The parents are to be notified well in advance and the meeting time is to be arranged at the mutual convenience of the parents and school staff. Parents have the right to take an advocate or friend with them to these meetings; many parents find this very helpful in making them feel more comfortable to ask questions whenever something is not clear.

The I.E.P. for each child should detail specific goals for the child for the next year. The I.E.P. must also include the special services the child will receive to assist him or her in working toward those goals, and must include provisions of "related services" if these are necessary to allow the child to benefit from special education. "Related services" may include transportation, speech services, psychological services, physical and occupational therapy, counseling services, etc. The most important thing to remember is that the I.E.P. should be written to meet the child's individual needs rather than to include only those services the school system can readily provide. Parents and the evaluation team should meet each year to review the I.E.P. and revise it to reflect the changing needs of the child.

When a child's evaluation is complete and an I.E.P. written, the evaluation team's or special education team's decision regarding program placement is to be made with careful attention to the "least restrictive" provision of P.L. 94-142. The concept of "mainstreaming" children suggests that a child be placed in a regular classroom setting if supportive services can be provided in a way that adequately meets the child's special needs. In some cases, this may involve the child spending some part of the day working in a resource room with a teacher specially trained to help the child progress. P.L. 94-142 also requires school systems to provide training and assistance to regular classroom teachers so they can understand and meet the needs of children mainstreamed in their classes. Separate classes should only be used when required to meet the educational or emotional needs of an individual child.

I.E.P. and the Right to Due Process. The due process rights of parents under P.L. 94-142 include the right to protest any action or decision by school officials regarding the identification, evaluation or placement of their child in a special education program. Parents should object to any denial of their right to participate fully in planning for their child if they feel that it is not adequate or appropriate to meet the child's needs. Each state must establish procedures guaranteeing parents the right to an impartial hearing on any complaint regarding evaluation or placement of their child. In Massachusetts, for example, there is a Bureau of Appeals in the Department of Education. If a parent rejects the I.E.P. offered by the school system, the Bureau of Appeals must be notified by the school system. They must then arrange for a hearing so that both the parent and the school system can present their cases. A hearing officer for the state Department of Education decides the case following the hearing. Both parties then have the right to appeal to a state advisory committee and ultimately to a state court. Your state Department of Education should have information available on the procedure used in your state.

Surrogate Parents. P.L. 94-142 calls for appointment of a surrogate parent to act on behalf of those children who are entitled to services under this law when the parent cannot be identified or located, or when the child is a ward of the state. The surrogate parent has all the rights described above and serves as an advocate for the child's interests.

The discussion so far has focused on P.L. 94-142 and the process for obtaining special education services for students legitimately needing them. It is also important to cite the possible misuse of special education. Some professionals worry that schools may mislabel youngsters as handicapped in order to be eligible for more Federal funds when their disabilities are really minor. In the past, special education evaluation has been used many times to mislabel students as retarded or emotionally disturbed. This was often the case for Black and Chicano students. In some cases, students were labeled as re-

tarded after being given tests in English although Spanish was their home language. Students seen as troublesome by teachers were sometimes labeled emotionally disturbed and assigned to special classes.

A recent study conducted by the Massachusetts Advocacy Center looked at special education programs in Massachusetts cities. They found that in some cities, Black students were assigned to special education classes twice as often as White students. The report, entitled *Double Jeopardy*, presents evidence that there continues to be serious problems with the way in which students are evaluated and placed in special education programs. Parents and advocates should be very aware of the possibility of students being mislabeled or assigned inappropriately.

Section 504 of the Vocational Rehabilitation Act of 1973

This legislation also provides important guarantees of the rights of handicapped persons of all ages to participate fully in educational programs and other community services. This Federal civil rights law prohibits exclusion of a person from any federally-funded program or benefit solely because of a handicap. Section 504 also states that any agency or organization assisted by Federal funds may not discriminate against a person because of a mental, physical or emotional handicap. The regulations for Section 504 require that all public or private groups receiving funds from the Department of Health, Education and Welfare must make it possible for persons with any handicap to "learn, work and compete on a fair and equal basis." Failure to meet this requirement can result in the loss of Federal funds.

Section 504 and the Handicapped. Section 504 also establishes the right of all persons to live in a "barrier-free" community. This means that schools, libraries, hospitals, clinics, universities, public buildings, transportation systems and all agencies receiving Federal funds must be accessible to handicapped persons. In many cases, this means that architectural barriers such as

steps must be corrected by adding ramps. A person may not be denied access to a program or building simply because he or she uses a wheelchair or crutches for mobility. This law will have other important effects on less visible barriers. Sign language or printed captions will have to be added to films and programs. Visual aids may be necessary to remove barriers that exclude visually handicapped persons from full participation in federally-funded programs. Section 504 is still a relatively new law, and there is a great deal of work to be done before it is fully implemented. Parents of handicapped children and all persons with a disability will want to become familiar with this law. Citizen pressure will be needed to ensure that the law is enforced in local communities.

WHAT CAN PARENTS DO?

These new Federal laws offer new promise for many children and young adults. But we all know that there is a tremendous gap between the passage of a law and its implementation. Recent figures indicate that only about half of the children identified as eligible for special services under P.L. 94-142 are currently receiving services. In order to improve implementation of both P.L. 94-142 and Section 504, there is a continuing need for information, advocacy and support services to parents.

Parents need information regarding the rights of their children with special needs to an appropriate public education. As they work to exercise their rights under these Federal laws, they may need the services of trained advocates. It is difficult to work alone in insisting on full educational rights for your child. Parents will need support as they work to ensure equal educational opportunity for their children with special needs.

Several years ago in Boston, parent organizations representing children with various disabilities joined to form the Federation for Children with Special Needs. The Federation was able to obtain state and Federal funding in order to offer information, referral and training services to parents of children with a variety of special needs. A unique feature of the Federation is that

the staff consists of a group of parents with special needs children that provides services to other parents. The Federation office maintains a resource center of materials; parents may also call in for information or for a referral to an agency or organization for help with a specific problem.

Another important aspect of the Federation's work involves training parents to be advocates for children. Workshops are offered that give parents a firm grounding in Federal and state laws relating to special education. Parents are trained in the skills and techniques needed to be a successful advocate. These volunteer advocates are then able to assist other parents needing support.

Many of the organizations listed in this resource guide provide information, advocacy and support services to parents. National resources such as the Clearinghouse on the Handicapped or Closer Look—an information project for parents in all parts of the United States—and the Council for Exceptional Children and Coordinating Council for Handicapped Children are good places to receive basic information on both P.L. 94-142 and Section 504. Any of these national organizations can tell you if there is a local chapter in or near your community. Many parents find it very important to join together to work for improved services for their children.

Your state Department of Education is also an important resource of information about how special education laws work in your state. If you are not sure how to contact them, your local school department can assist you by providing the address. Your school department may also be able to refer you to agencies or organizations in your community that have a special interest in children with disabilities.

The public library in your community is another source of information. The librarian should be able to help you locate information on special education laws and books about various handicapping conditions. If your local library does not have a current selection of books about children with special needs, you may ask the librarian to order some for your

community. Closer Look will send you a list of books it suggests for those interested in learning more about many different handicapping conditions. Write Closer Look for this list and then ask your library to order the books you are interested in reading. Remember, there are other parents who have the same need for information that you do. Perhaps you can work with your librarian to arrange a special display of books helpful to parents and teachers of children with disabilities.

National and local organizations are an important source of advocacy and legal help to secure the services promised children in the new Federal laws. These organizations are committed to the long struggle to advocate for full implementation of current legislation. They also lobby for new laws and programs needed to adequately meet the needs of the children and young people counted among the handicapped.

As parents and professionals committed to full educational opportunity for all children, we must use all the resources available to us in fighting for an appropriate education for all children with special needs. We must learn about current legislation and use the rights guaranteed to us as parents and to our children. To do that, we will often need the help and support of organizations or resources listed in this directory. Because the laws are recent and because many negative attitudes toward disabled people have to be overcome, it will not be easy to obtain full educational opportunity for all children. Though the struggle is difficult, the potential for success is tremendous. That success will be measured in terms of the growth and development of our individual children.

RESOURCES MENTIONED IN THIS CHAPTER

Closer Look*

1201 16th Street, Suite 606E
Washington, DC 20036

(Closer Look has many free materials and an excellent resource guide to other organizations serving the handicapped.)

Children's Defense Fund*
1520 New Hampshire Avenue
Washington, DC 20036

Coordinating Council for Handicapped Children*
407 South Dearborn Street, Room 680
Chicago, IL 60605

Council for Exceptional Children*
1920 Association Drive
Reston, VA 22901

Federation for Children with Special Needs
120 Boylston Street
Boston, MA 02116

Clearinghouse on the Handicapped*
Office for Handicapped Individuals
Department of Health, Education and Welfare
200 Independence Avenue, SW
Washington, DC 20201

(The Clearinghouse provides a free, 400-page directory of hundreds of organizations involved in every aspect of handicapped services. Each organization lists the handicapping conditions served, scope of activities, services provided, and user eligibility fees.)

Double Jeopardy, 1978. (\$2.50)
Massachusetts Advocacy Center
2 Park Square
Boston, MA 02116

(Discusses problems of student evaluation in special education programs.)

To obtain a copy of P.L. 94-142, send 40¢ to:
Superintendent of Documents
United States Government Printing Office
Washington, DC 20402

To obtain a copy of Section 504 regulations contact:

Office of Civil Rights
Department of Health, Education and Welfare
330 Independence Avenue, SW, Room 5027
Washington, DC 20201

Bilingual Education

Jaime Wurzel



This section introduces and clarifies the background, purposes and implementation of bilingual programs. The following questions will be addressed: Why is bilingual education needed? How does it work in the classroom? What laws mandate bilingual education? What can parents do?

WHY IS BILINGUAL EDUCATION NEEDED?

Children who speak little or no English cannot understand the teacher, other children or lessons being given in school. Aside from having a new language to learn, these children are faced with adjusting to a new culture and new ways of doing things which make learning even more difficult. If the only language of instruction used in the classroom is English, they will not be able to keep up with their classmates and, in the long run, will feel inferior. Such children may even be labeled retarded when tested in a language they do not know well.

In a bilingual education program, children do not have to wait until they know English to learn in school. They receive instruction in their own language as they gradually become more comfortable with English. Both languages are used to teach the basic skills involved in reading, social studies, arithmetic and other subjects. The same skills are then applied to English and used more and more in the classroom as children gain a better command of this language.

In addition to helping children learn English in a healthy way, bilingual programs are geared to reducing the cultural confusion or conflict that takes place when the language and culture of the home are different from the language and culture in the school. Bilingual children face a struggle between two different worlds, the school and the home. Feelings of frustration and helplessness may eventually force them to drop out of school. A bilingual education program tries to make the transition between cultures easier by emphasizing the importance of the child's language and culture in school.

In a bilingual program, children learn all the basic skills and also learn to speak, read and understand two languages; this may help them later in their careers. The following principles summarize the need for bilingual education.* Bilingual education:

1. Avoids mislabeling when the child's English is not adequate
2. Establishes a mutually supportive relationship between home and school
3. Defends and strengthens the child's concept of him or herself
4. Teaches English while conserving the cultural and language heritage of the child
5. Enhances career potential by recognizing the importance of languages other than English

How Does Bilingual Education Work in the Classroom?

In the classroom, bilingual programs can work in different ways. Some schools teach entirely in English in the morning and in the child's native language in the afternoon. In other situations, some subjects are taught in English for a week or a month at a time, while other subjects are taught in the child's first language. Or, a teacher may use both languages in a single lesson, talking about spring and summer in the child's first language, and fall and winter in English, for instance. In situations where the child starts school with little knowledge of English, most instruction takes place in the native language, while English is introduced by an English as a Second Language (ESL) teacher. As the child becomes more proficient in English he or she is able to reinforce it by studying some subjects in English.

*Adapted from a speech by Bruce Gaarder, at the Conference-Workshop on Bilingual Education sponsored by the American Council for the Teaching of Foreign Languages, November, 1973.

WHAT ARE THE LAWS MANDATING BILINGUAL EDUCATION?

Federal and State Laws: Title VII

Bilingual education programs are mandated by Title VII of the Elementary and Secondary Education Act (ESEA). Title VII is also called the Bilingual Education Act (1968). This legislation provides Federal dollars to local school districts to support bilingual programs. Funds usually go to pay the salaries of bilingual school administrators, teachers and teachers' aides, to purchase bilingual curriculum materials and to offer special training for staff. If bilingual education is required and funded by state law, Title VII monies should be used to fund additional, supplementary bilingual programs. As every state has children with different needs and various language groups to serve, state Departments of Education receive Federal funds to

develop quality bilingual programs in various languages, such as Chinese, Spanish or Portuguese. (See list of Title VII resource centers at the end of the chapter.)

In addition to the Federal Bilingual Act, many states with large populations of speakers of languages other than English have passed special bilingual laws directed to improve their children's education. In 1971, Massachusetts, with its many different ethnic groups, became the first state to mandate bilingual education in its schools.

Bilingual state laws differ in purpose. In parts of the country like the Eastern seaboard, where a substantial number of speakers of other languages are coming into school systems, the emphasis is on *transitional* bilingual education. In this type of program, children are eventually mainstreamed into regular classes as they become more proficient in English. Other types of bilingual programs emphasize *maintenance*, instruction in two languages throughout the child's education. This type of program exists mainly in the Southwest and West, where large populations of Spanish- and Chinese-speaking people have lived for many generations.

Court Cases: *Lau v. Nichols* and *Aspira* Consent Decree

Unfortunately, the passage of laws does not always lead to their implementation. Several court cases have compelled school districts to comply more comprehensively with bilingual education programs. In a 1974 decision on behalf of 18,000 Chinese pupils in San Francisco who were receiving no special help with their language problems, the United States Supreme Court ruled unanimously (*Lau v. Nichols*) that schools receiving Federal funds must provide pupils whose first language is not English with the same opportunities as English-speaking children. This opinion is also applicable to the large numbers of Spanish-speaking students in the United States. Another court case which profoundly affected many school boards' attitudes and resulted in an immediate increase in New York City's bilingual programs was a 1974 suit by two Puerto Rican organizations—*Aspira* of

New York and Aspira of America—against the Board of Education of New York City. They charged the city school system with failing to meet the needs of Spanish-speaking pupils. The ruling on this case, called the Aspira Consent Decree, mandated the expansion of bilingual programs by 1975. In short, the courts have shown the legal necessity for bilingual programs if students not proficient in English are to be provided with quality education.

WHAT CAN PARENTS DO?

Title VII (the 1968 Bilingual Education Act) requires each program to have an advisory committee composed of parents of children participating in the bilingual education program. The advisory committee is an organized and structured way to involve parents in all facets of the program that affect their children. New Title VII guidelines state that a parent committee must participate in the total process—planning, overseeing and final evaluation of each project. Funds for workshops showing parents how they can assist in and out of bilingual classrooms are available through Title VII funds.

Each school district and board of education or state Department of Education can give parents more information on the type of bilingual program available in their area, and ways to participate in developing bilingual programs. The Clearinghouse on Bilingual Education has an informative booklet about community involvement in bilingual education.

There are also private grassroots organizations that work on bilingual issues. The Latino Institute in Chicago provides bilingual program information, skill development—such as how to run a meeting—conflict management and assertiveness training. The Institute trains Latino parents to become active members of councils and is active in promoting bilingual legislation. A San Francisco group, Arriba Juntos, works primarily in the Spanish community and is involved in job training, community service, bilingual education and advocacy. Arriba Juntos has developed an adult education program with a

local college and is also active in lobbying for bilingual legislation. The Indian Education Legal Support Project of the Native American Rights Fund in Boulder, Colorado, supports improved educational programs for Native American children and identifies bilingual programs as one of their priorities.

Some Problems

There are still many problems in actually carrying out bilingual education programs. Some school districts still resist implementation in spite of the current regulations. It is also important that parents always have a say regarding the type of bilingual program they want for their children, either transitional (being mainstreamed into regular classes as English proficiency grows) or maintenance (continuing all instruction in both languages). It is important to remember that Federal and state bilingual laws and the positive results of court cases came from parents participating in solving their communities' educational problems.

Finally, bilingual education can be mutually beneficial for both the majority and minority language communities. Current amendments to Title VII bilingual programs would encourage limited participation—40 percent—by English-speaking children who want to learn a second language. Then bilingual education could become a two-way street and different language groups could share their concerns and work together for their children's education.

RESOURCES MENTIONED IN THIS CHAPTER

The Latino Institute

55 East Jackson Boulevard, Suite 2150
Chicago, IL 60604

Indian Education Legal Support Project
Native American Rights Fund*
506 Broadway
Boulder, CO 80302

Arriba Juntos
2017 Mission Street
San Francisco, CA 94110

Aspira of America, Inc.*
1201 Connecticut Avenue, NW, Suite 400
Washington, DC 20036

Aspira of New York, Inc.
296 Fifth Avenue
New York, NY 10001

(A copy of the Aspira Consent Decree as well as materials on Aspira and bilingual issues may be obtained for \$3.25 through this office.)

"Working with the Community in Bilingual Education: The Chicago Parents Training Leadership Program," by Maria Cerda. (To be printed in 1979)

Clearinghouse on Bilingual Education*
1500 Wilson Boulevard, Suite 801
Rosslyn, VA 22209

TITLE VII NETWORK CENTERS 1978-1979

Title VII (Bilingual Education Act of 1968) mandates several types of resource centers. Materials Development Centers develop curriculum materials for use in bilingual education programs: textbooks, films, records, filmstrips, reference materials and tests for schools. Training Resource Centers train bilingual teachers in a variety of programs and workshops. Both types of centers also provide information and workshops to parents. Dissemination and Assessment Centers distribute sample bilingual materials at cost to teachers and school systems, provide information and technical assistance on testing of bilingual students, and publish a quarterly journal. Parents can also obtain information from these centers. Interested individuals and community organizations can call, toll free, for more information.

Minerva Gorena
National Clearinghouse for Bilingual Education*
1400 Wilson Blvd., Suite 801
Rosslyn, VA 22209
800-336-4560 (toll free) or 703-522-1710

MATERIALS DEVELOPMENT CENTERS

National Bilingual Materials Development Center

University of Alaska
Rural Education Affairs
2223 Spenard Road
Anchorage, AK 99503
907-276-0547

Tupou Pulu

Eastern and Western Alut, Gwich'in, Inupiaq, Yup'ik, Siberian Yupik, Alutiiq (Sugpiaq), Upper Tanana, Upper Kuskokwin, Dena'ina, Koyukon, Tlingit, Haida, Tsimshian, Ahtena, Cree, Crow, Hidasta, Shoshone, Arapaho, Yakima, Pit River, Navajo, Cherokee, Seminole, Mohawk, Northern Cheyenne.

Arizona Bilingual Materials Development Center

University of Arizona
Box 601
College of Education
Tucson, AZ 85721
602-626-1618
Elizabeth Antley
Spanish

National Asian Center for Bilingual Education

Kaufman & Broad Building
Suite 404
10801 National Blvd., Suite 404
Los Angeles, CA 90064
(Applicant—Alhambra C.S.D.)
213-474-7173
Mieko S. Han
Chinese, Japanese, and Korean

Asian American Bilingual Center

Berkeley Unified School District
2168 Shattuck—3rd Floor
Berkeley, CA 94704
415-848-3199
Linda Wing
Chinese, Japanese, Korean, and Filipino

National Portuguese Materials Development Center

Brown University Center for Portuguese & Bilingual Studies
Box 0
Providence, RI 02912
401-863-3042
Nelson Vieira
Portuguese

National Multilingual/Multicultural Materials Development Center

California State Polytechnic University at Pomona
Building 55
3801 West Temple Avenue
Pomona, CA 91768
714-598-4991
Roberto L. Ortiz
Spanish

Pacific Area Languages Materials Development Center

University of Hawaii
c/o PALMDC
Porteus 704
2424 Maile Way
Honolulu, HI 96822
(Jt. applicants—Depts. of Ed.; Hawaii & Trust Territories of the Pacific Isle., & Dept. of Education of Commonwealth of Northern Marianas)
808-948-6842
Robert Gibson
Ilokano, Samoan, Marshallese, Ponapean, Kosraean, Chamorro, Palauan, Carolinian; Yapese and Trukese

Spanish Curricula Development Center

7100 N.W. 17th Avenue
Miami, FL 33147
(Applicant—The School Board of Dade County)
1410 N.E. 2nd Avenue
Miami, FL 33132
305-696-1484
Felicia Gil
Spanish

Social Studies Materials Development Center for Greek Speaking Minority Children

Florida State University
Dept. of Educational Research
Development and Foundations
302 Education Building
Tallahassee, FL 32306
904-644-5038
Byron Massialas
Greek

Midwest Organization for Materials Development

805 West Pennsylvania—3rd Floor
University of Illinois
Urbana, IL 61801
217-333-2615 or 333-7498
Henry Trueba
Spanish and Vietnamese

Mid-American Center for Bilingual Materials Development

University of Iowa

College of Education
N 315 Oakdale Campus
Iowa City, IA 52242
319-353-4200

Lawrence Stolurow
Spanish and Indo-Chinese

**Arabic Language Bilingual Materials
Development Center**

University of Michigan
School of Education
Corner East & South
University Aremus
Ann Arbor, MI 48109
313-764-9470

Frederick Bertolaet
Arabic

**National Materials Development for
French**

168 South River Road
Bedford, NH 03102
(Applicant—Notre Dame College
2321 Elm Street
Manchester, NH 03104)
603-668-7198

Norman Dube
French

**Asian Bilingual Curriculum Development
Center**

Seton Hall University
4400 South Orange Avenue
South Orange, NJ 07079
201-762-9000, x 527; 762-4973, x 372

Byounghe Chang
Chinese, Japanese and Korean

**Native American Materials Development
Center**

407 Rio Grande Blvd., N.W.
Albuquerque, NM 87103
(Applicant—Ramah Navajo School Board,
Inc.

P.O. Box 248
Ramah, NM 87321)
505-242-5222

Gloria Emerson
Navajo

**Northeast Center for Curriculum
Development**

City of New York Board of Ed.
Community School District #7
778 Forest Avenue
Bronx, NY 10456
212-993-2182

Aurea Rodriguez
Greek, Italian, Russian, Spanish and He-
brew

**Asian American Bilingual Cross Cultural
Materials Development Center**

San Francisco State University
Frederick Burk Foundation
1640 Holloway Avenue
San Francisco, CA 94132
415-469-1480

George Woo
Chinese and Pilipino

Bilingual Materials Development Center

6000 Camp Bowie Blvd.
Ft. Worth, TX 76116
(Applicant—Ft. Worth Independent
School District
3210 West Lancaster
Fort Worth, TX 76107)
817-731-0736

Jose Lopez
Spanish

**The National Center for the Development
of Bilingual Curriculum—Dallas**

Dallas Independent School District
Nathan Adams School
3700 Ross Avenue
Dallas, TX 75204
214-742-5991

Juan D. Solis
Spanish and French

TRAINING RESOURCE CENTERS

**Indian Education Resource Training
Center**

College of Education
Arizona State University
Center for Indian Education
302 Farmer
Tempe, AZ 85281
602-965-6292

Emerson Horace
Spanish, Papago, and Pima

BABEL Resource Center

2168 Shattuck Avenue
2nd Floor
Berkeley, CA 94704
415-549-1820

Roberto Cruz

Spanish, Chinese, Portuguese, Korean,
Tagalog, Japanese, Pilipino, Vietnamese,
Cambodian, Laotian and Punjabi

**Comprehensive Educational Assistance
Center**

California State University at Fullerton
800 North State College Blvd.
Fullerton, CA 92634
714-870-3994

Anthony M. Vega

Spanish, Portuguese, Chinese, Korean, Samoan, Tagalog, Japanese, Pilipino, Vietnamese, Ilocano, and Laotian

Cross Cultural Resource Center

California State University at Sacramento
Department of Anthropology
6000 "J" Street
Sacramento, CA 95819
916-454-6236

Steven Arvizu

Spanish, Paiute, Samoan, Chamorro, Kosraen, Ponapean, Carolinian, Trukese, Marshallese, Palauan, Ulithian, Walerian, Yapese, Tagalog, Chinese languages, Japanese, Punjabi, and Hawaiian languages

San Diego National Training Resource Center

Institute for Cultural Pluralism
5544 1/2 Hardy Avenue
San Diego, CA 92182
(Applicant — San Diego State University Foundation
5300 Campanile
San Diego, CA 92182)
714-286-5193

Rafael Fernandez

Spanish, Pilipino, and Vietnamese

Training Resource Center

The Regents of the University of Colorado
Willard Box 141
Boulder, CO 80309
303-492-8316

Patrick F. Sanchez

Spanish

Midwest Resource Center for Bilingual Bicultural Education

Bilingual Education Service Center
500 South Dwyer Avenue
Arlington Heights, IL 60005
(Applicant — Township High School District #214
700 West Kensington Road
Mt. Prospect, IL 60056)
312-255-9820

Maria Medina Swanson

Spanish, Greek, Arabic, Vietnamese, Potawatomi, Ojibwa, Chaldean, Ibo, Yoroba, Igala, Hausa, and Sarsi

University of Southwestern Louisiana Bilingual-Bicultural Resource Center

University of Southwestern Louisiana
P.O. Box 43410
East University Avenue
Lafayette, LA 70504
318-264-9991

Robert Fontenot

French, Italian, Spanish, Vietnamese and Hungarian

Boston University Bilingual Resource and Training Center

Boston University
School of Education
765 Commonwealth Avenue
Boston, MA 02215
617-353-2829

Antonio Simoes

Chinese, French, (French-Canadian), Greek, Armenian, Passamaquoddy, Italian, Haitian-Creole, Spanish and Portuguese

Southwest Bilingual Education Training Resource Center

University of New Mexico
College of Education
Albuquerque, NM 87131
505-277-3551

Teresa Salazar

Navajo, Spanish, Tewa, Towa, Karesan, Ute, and Mescalero/Apache

Southwest Cooperative Training and Resource Center

New Mexico State University
College of Education
Box 3 A C
Las Cruces, NM 88003
505-646-2405

Atilano Valencia

Spanish

Regional Bilingual Training Resource Center

City of New York Board of Education
Center for Bilingual Education
131 Livingston Street
Room 204
Brooklyn, NY 11201
212-858-5505

Carmen Velkas

Greek, Italian, Spanish, French/Haitian-Creole, Yiddish, Hebrew, Russian, Mohawk, Portuguese, Japanese, and Arabic

Merit Center

Temple University
Ritter Hall Annex, Room 995
Broad Street & Montgomery Ave.
Philadelphia, PA 19122
215-787-6258

Frank Sutman, Annette Lopez

Spanish, Chinese, Greek, Italian, Korean, Vietnamese, Yiddish, Arabic, Pennsylvania Dutch/German, Choctaw, Tagalog, Cherokee, French Creole and Russian

Multilingual-Multicultural Resource and Training Center

Rhode Island College
Horace Mann Hall
600 Mt. Pleasant Avenue
Providence, RI 02908
401-456-8280, 456-8281

Adeline Becker

Portuguese, Spanish, Italian, French
Creole (Cape Verdean)

South Central Bilingual Resource Center

Region XIII Education Service Center
7703 North Lamar
Austin, TX 78752
512-458-9131

Jesus Garcia

Spanish

Federation Bilingual Training and Resource Center

Federation of Bilingual Training Resource Centers

(Texas Area Universities)

Texas Women's University Station

Box 23778

Denton, TX 76204

817-566-2223

Amado Robledo

Spanish, Choctaw, Creek, Seminole and Cherokee

South Central Bilingual Resource Center

Texas A&I University
Campus Box 152
Kingsville, TX 78363
512-595-2871

Mario A. Benitez

Spanish

Delta Bilingual Bicultural Education Training Resource Center

Academic Affairs

University of Utah

309 Milton Bennion Hall

Salt Lake City, UT 84112

801-581-8643

Dale Vigil

Crow, Lakota, Chinese, Spanish, Ute, Japanese, Cheyenne, Navajo, and Korean

Bilingual Education Technical Assistance Center

Tacoma School District #10

708 S. "G" St.

Tacoma, WA 98405

206-593-6980

Pio de Cano

Chinese, Pilipino, Japanese, Korean, Samoan, Cambodian, Vietnamese, and Russian

National Bilingual Training Resource Center

University of Washington

College of Education

406 Hall Health GS 25

Seattle, WA 98195

206-543-9424

Joseph Beard

Spanish, Alaskan and Native American languages

DISSEMINATION AND ASSESSMENT CENTERS

National Dissemination and Assessment Center

California State University, Los Angeles

5151 State University Drive

Los Angeles, CA 90032

213-224-3676

Charles Leyba

Spanish, Asian, and Pacific area languages

National Assessment and Dissemination Center

Lesley College & Fall River Public

Schools

49 Washington Ave.

Cambridge, MA 02140

617-492-0505

John Correiro

Spanish, French, Portuguese, Italian,

Greek, Chinese, Korean, Japanese, Vietnamese, and Russian

National Dissemination and Assessment Center

Education Service Center, Region XIII

Program Development Division

7703 North Lamar Boulevard

Austin, TX 78752

512-458-9131

Carlos Perez

Spanish

Food, Health and Safety in the Schools

Ross Zerchykov



There is widespread recognition and support of the idea that children cannot learn unless they are free from hunger, healthy and safe. Children who do not enjoy access to good nutrition, health care and safe schools are just as disadvantaged by these problems as they are by segregation or by poor schooling.

This chapter surveys schools' responsibilities to provide children with good nutrition, health services and a safe environment and directs parents to information they need to make sure that schools provide these services.

SCHOOL FOOD PROGRAMS

An old saying holds that "an Army marches on its stomach." Similarly, many educators have realized the futility of trying to teach children who are too hungry to learn. If we are really serious about going "back-to-basics," there is nothing more basic than good nutrition. Common sense, as well as hundreds of studies, tells us that a vicious cycle links poverty, hunger and illiteracy. Statistics show that many poor children go to school hungry and that their hunger makes it difficult for them to learn. A 1978 study by the Children's Foundation, *Barriers to School Breakfast*, shows that, despite the existence of a

Federal School Breakfast Program, as many as eight million children arrive for classes each day hungry or poorly-fed. In fact, only 20 percent of the country's schools participate in this program. Not all children who have the right to school breakfasts receive that benefit.

Federal Programs

Fortunately, the Federal government has programs which enable local schools to address the basic need for nutrition. The first three programs discussed here are for preschool youngsters.

Headstart, a program of the 1974 *Economic Opportunity and Community Partnership Act*, is designed to "find and remedy health defects of each child enrolled in a Headstart program by introducing the child and family to continuing sources of health care, nutritious meals and health education." Headstart supplies money for meals to all Headstart children and provides preventive health care, such as dental checkups and other screening for the children and health education for parents and staff of local Headstart projects. The *Special Supplemental Food Program for Women, Infants and Children (WIC)* is part of the *National School Lunch Act of 1966*.

Funded by Federal grants to the states, this program provides food and cash assistance to low-income pregnant and/or nursing mothers and to children up to five years of age. WIC has program coordinators in every state. The Child Care Food Program, also part of the National School Lunch Act of 1966, provides free meals or reduced-price meals to needy children in day care centers and private nonprofit schools. It is funded by the Federal government, but administered through state Departments of Education. For more information, contact the Department of Education in your state or the main program office.

Next are the two largest and best known programs, *The National School Lunch and Breakfast Programs*. They are specifically directed to children enrolled in public elementary and secondary schools, and are both part of the *National School Lunch Act and Child Nutrition Act of 1966*. Both programs provide Federal funds for either free or reduced-price meals, plus the equipment, space and staff needed to provide these meals for needy children at participating schools. Federal regulations define "needy" on the basis of national income standards. Schools are eligible to take part in this program if they have either Title I programs or 25 percent of their pupils in the "needy" category. If your school has a Title I program, you can be sure that it is eligible to participate in the School Lunch and Breakfast Program.

The Federal government has specific standards for these meals. It requires that at least a half-pint of milk, half-cup of fruit, and one slice of whole-grain or enriched bread be provided. It urges the use of protein-rich foods—one egg, a one-ounce serving of meat, poultry, fish or cheese, or two tablespoons of peanut butter—as often as possible to improve children's nutrition.

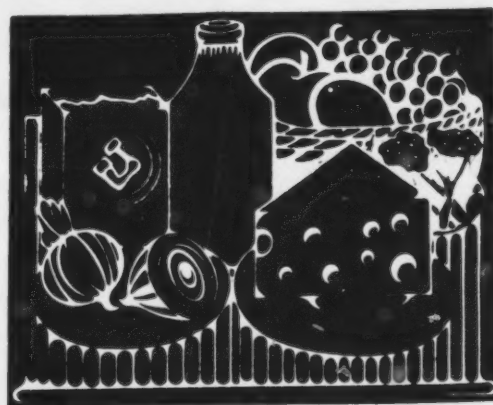
Implementation of Federal Programs

Unfortunately, having a law on the books is not quite the same as having a guaranteed service; the Federal government makes money and food available for these nutrition programs, but

state Departments of Education take care of distribution.

By January 1 of each year, state Departments of Education must submit to the United States Secretary of Agriculture the proposed plan for its child nutrition program for the following fiscal year. The plan includes the number of participating schools, the eligibility criteria for those schools and the monthly averages of all children who have received free or reduced-price school meals in the previous year. The averages are based on reports by local school districts.

It is important to realize that local school districts must take the initiative and request participation in the school lunch and breakfast programs; they must provide the data necessary to receive Federal assistance. In no way is this program automatic. A child's eligibility does not guarantee that she or he will receive federally-funded free school meals. A recent report by the Massachusetts Advocacy Center (*Hunger in the Classroom: The Massachusetts School Breakfast Program*, 1974) found that the state did not comply with its own law; it did not take full advantage of the federally-funded programs that would assure thousands of children a nutritious morning meal at *no cost* to either them or the state government. In *Barriers to School Breakfasts*, The Children's Foundation found that many of the local school district officials responsible for getting assistance to feed hungry children were ill-informed about the program, confused about the application process or afraid of community opposition.



CPF

What Can Parents Do?

First, become informed about your rights. Find out more about these programs, their eligibility requirements, and your local schools' responsibilities in meeting your children's nutritional needs. Federal agencies and citizen advocacy groups can provide you with this information. Some good sources of information, advice and advocacy on behalf of children's health and nutrition are The Children's Foundation, the Center for Science in the Public Interest, and the Children's Defense Fund, all national groups based in Washington, DC.

Second, once you are informed of your children's rights to nutritional services, monitor state and local actions to see if public officials are doing everything they can for children who may be hungry. Monitoring can also lead to effective action at the local level. In 1975, for example, a United States District Court in Philadelphia ruled that the local school district "shall provide free school breakfasts for each child enrolled in every Title I school pursuant to the Federal breakfast program." This ruling resulted in part from action taken by the Parents' Union for Public Schools in Philadelphia, a city-wide parents' group, to ensure that public schools in Philadelphia took advantage of Federal nutrition programs for low-income children. In Massachusetts, a report (*Hunger in the Classroom*) and follow-up efforts by the Massachusetts Advocacy Center doubled the number of children receiving school breakfasts from 20,000 to approximately 49,000.

Finally, take the initiative. As noted above, child nutrition programs are not carried out automatically. Interested parents should petition their local school board to ask the state Department of Education to seek Federal funds. (See "Lobbying" in the A to Z section.) Organized parents can do some of the preliminary groundwork necessary to obtain Federal assistance. In its *Guide to National School Breakfast Program*, the Food Research and Action Center in New York has suggested actions parents can take:

1. Form a local committee to explore ways of starting a school breakfast program.

2. Organize a subcommittee to inform other community groups, public officials and schools and build community support for the program.

3. Hold training conferences to inform people about how to get the available Federal funds.

4. Meet with the school board to get them to submit an application.

If it turns out that even with Federal funding your school cannot afford to serve free or reduced-price breakfasts, your district can apply for extra reimbursement. Federal law provides for this extra funding so that no school will have to go without a School Breakfast Program.

To get this extra funding, a community group should contact its director of school food service, who has the authority to designate a school as "especially needy." This official designation, based on a formal application, then releases extra funding. It requires that school districts and/or community organizations demonstrate that a school is not financially able to support free and reduced-price breakfasts because of: (1) the high percentage of children eligible for the meal, (2) unusually high preparation costs (caused by, for example, lack of kitchen facilities requiring costly transportation and catering), or (3) other local hardships.

HEALTH

Nutrition is only one aspect of a child's health. Children, because they are in their growing years, are in special need of good, comprehensive health care. Money and location often exclude low-income families from access to preventive health care; low-income children are more apt to suffer from preventable and treatable health problems. These problems lead to loss of school days, inability to concentrate on learning and, later on, difficulty in getting and keeping better-paying jobs.

Unfortunately, our society does not provide comprehensive, compulsory and free public health care, but it does provide comprehensive,

free and compulsory public education. Thus, the schools are in a good position to identify health problems and refer people to health care providers. The following sections direct parents to information on the schools' role in three areas: health education, disease prevention and health care maintenance, and community-based health care.

Health Education

Schools teach a variety of subjects—reading, math, science and so on—but they often do not show students how subjects like science relate directly to their lives. Knowledge about how their bodies work, what makes them sick or healthy and how their diet affects their bodies will tie science directly to students' lives. A good health education program will teach these things and show students why good health is important in their daily lives. While educators' organizations and public health authorities have endorsed the concept of health education, most schools do not have a comprehensive health education program. Once again, parents have to take the initiative to ensure that their children are informed about how to become and stay healthy. The Children's Defense Fund, the National Education Association and the National Center for Health Education are involved in school health issues and can provide more information and assistance. Other sources are health education departments of local colleges or universities and the Health in Schools Committee of your state or local chapter of the AMA.

Disease Prevention and Health Maintenance

Schools have a definite responsibility in the area of disease prevention and health maintenance because school children spend a large part of the day in close proximity with other children. Crowded public areas like classrooms and buildings are the natural medium for the spread of communicable disease. Schools can provide services in this area in two major ways: immunization and screening.

Immunization. Many of us remember receiving measles, polio and tetanus vaccines while in school. Immunization in schools, first made available through the discovery of miracle vaccines in the 1950s, contributed significantly to the control and prevention of disease.

Statistics show, however, that availability of these vaccines has since been taken for granted and both schools and parents have been lax in getting children vaccinated. In 1976, almost twice as many cases of rubeola (the ten-day measles) were reported as in 1975. In 1977, the number of cases increased by 69 percent. Health officials attribute this outbreak to lack of immunization. The United States Center for Disease Control estimates that 14 million children lacked adequate protection from measles, while 20 million lacked immunity to one or more diseases for which there are safe and effective vaccines.

After concluding that private and community-based immunization plans were not working, the Federal government began a 19 million dollar National Childhood Immunization Program to promote public awareness and ensure that 90 percent of all children will have been immunized by the fall of 1979. This effort has begun to bear fruit; in 1978, for example, the incidence of measles declined by 53 percent. Forty-seven states now have laws or regulations requiring immunization as a condition of school entry, and 37 are now reviewing the immunization records of every student from kindergarten through grade 12 in all public and private schools. Some schools will provide these shots; some will refer families to health agencies. A comprehensive booklet, *Doctors and Dollars Are Not Enough*, by the Children's Defense Fund, is an excellent handbook for parents and policymakers who want to find out about effective health programs and how to bring them to their communities.

Screening: EPSDT. In 1967, the Federal Medicaid law was amended to include preventive health care services for children under 21. This Early and Periodic Screening, Diagnosis and Treatment (EPSDT) Program requires every state operating a Medicaid program to provide

EPSDT services to all children eligible for Medicaid. These services include reimbursing eligible families for health screening and providing them with periodic screening, diagnosis and treatment. EPSDT specifically assesses the status of its clients' vision, hearing, teeth, nutrition and immunization, screens for lead poisoning, provides chest X-rays, and so on. This program also provides for, or at least reimburses clients for, treatment and corrective measures like dentistry and eyeglasses to families with eligible children.

States vary in providing EPSDT services. At the state level, the program is always administered by the Medicaid office. Locally, services are delivered in many ways, through reimbursements to private physicians, through county or state Health Departments, or through community-based health centers. Also, local schools often either provide EPSDT services or refer eligible children to the appropriate agency.

To find out about your school's involvement in EPSDT, contact your principal, school nurse or other health officials. You can also contact your state's Medicaid office. *EPSDT: Does It Spell Health Care for Poor Children?*, by the Children's Defense Fund, takes a closer look at the program.

The city of Cambridge, Massachusetts, has developed a model using schools as health delivery centers. A study by that city's hospitals showed that many of Cambridge's low-income and minority children were using its emergency wards for general pediatric care. Many more children were totally without care. Together, the city and hospital established five neighborhood health centers, four of them in elementary schools. These centers were staffed by pediatric nurse practitioners who provide primary care for all children from birth on. These nurses do screening, care for minor injuries, provide preventive care like immunizations, physical checkups and referrals, and help identify health problems of children with learning difficulties or school adjustment problems. They also make day care center visits and counsel new and expectant mothers in their homes. This health

care delivery model reaches 95 percent of the children in the low-income area of Cambridge.

SAFETY

A variety of provisions aim to ensure school children's safety. Adhering to these regulations is the school staff's responsibility; enforcing and monitoring them are a parent's right.

A good first step when examining a broad issue like safety is to find out your school's rules and procedures. Several basic areas of these rules and procedures should include:

1. *Building safety codes.* Like all other public buildings, schools are covered by state and local regulations such as fire prevention. Check your school's inspection procedures. Note: overcrowded classrooms are a safety hazard and a learning hazard.

2. *Safety procedures* in science laboratories, gyms, playgrounds and other school areas.

3. *Transportation.* State law forbids overcrowding on school buses. Schools should also have policies for adult supervision on field trips.

4. *Traffic and street safety* around the school. Traffic safety often does not come under the jurisdiction of school districts, so to get these safety measures enforced, schools and parents together must put pressure on municipal or county agencies.

5. *First aid.* Does your school building have a nurse or other certified health provider for minor problems?

6. *Emergency preparedness.* Does your school have procedures to deal with fires, natural disasters or violence? Does the entire staff know what to do in case of such emergencies? You should check your school's chain of command. In emergencies, the principal is in charge. If the principal were absent, what other staff members would be responsible?

Safety rules and procedures can vary; unfortunately, so can their degree of enforcement. This is quite evident if we consider the following statistics:

Bus Transportation. In 1970, accident data from 40 states reporting to the National Safety

Council's Motor Transportation Department showed that in the 210,642 school buses transporting 16 million pupils, there were 14,699 accidents and 60 pupil deaths.

Sports. A study in the mid-sixties noted that almost half of reported school accidents were connected to organized sports.

Gyms. More than one-third of all accidents at schools occurred in the gymnasium or during gym classes.

School playgrounds. Half of all reported school accidents occurred on school playgrounds, in play areas outside the building. One quarter of these happened during recess. According to the National Safety Council, most of these recess-connected accidents involved younger children playing on school playground equipment.

Some accidents are bound to happen, but many more are avoidable. The National Safety Council seeks to make educators aware of potential hazards and of the latest safety procedures and materials. Their suggestions go beyond the minimum standards often found in state and local policies. Parents will find their materials useful in drawing up checklists for evaluating school safety policies.

RESOURCES MENTIONED IN THIS CHAPTER

Information on Special Supplemental Food Program

Food and Nutrition Service
United States Department of Agriculture
500 12th Street, NW
Washington, DC 20250

National School Lunch, Breakfast Program for Elementary and Secondary Public School Children

Earl Miller, School Programs Division
Food and Nutrition Service
United States Department of Agriculture
500 12th Street, NW
Washington, DC 20250

Information on Headstart Food Program

Office of Child Development
Office of the Secretary
United States Department of Health,
Education and Welfare
P.O. Box 1182
Washington, DC 20013

Nutrition Advocacy Organizations

Barriers to School Breakfast, 1978. (\$3.00)
The Children's Foundation*
1028 Connecticut Avenue, NW, Suite 1112
Washington, DC 20036

Guide to National School Breakfast Program, 1975. (25¢)
Food Research and Action Center*
25 West 43rd Street
New York, NY 10036

From the Ground Up: Building a Grassroots Food Policy, 1976. (\$2.50)
School Food Action Packet, 1977. (\$1.50)
Center for Science in the Public Interest*
1755 S Street, NW
Washington, DC 20009

Citizen Action to Insure Nutrition

Parents Union for Public Schools in
Philadelphia, Inc.
36th and Haverford Avenue
Philadelphia, PA 19104

Health Education

National Center for Health Education
44 Montgomery Street
San Francisco, CA 94104

National Education Association*
1201 16th Street, NW
Washington, DC 20036

Basic Health Care for Children

Doctors and Dollars Are Not Enough, 1976.
(\$4.00)

EPSDT: Does It Spell Health Care for Poor Children?, 1977. (\$4.00)

The Children's Defense Fund*
1520 New Hampshire Avenue, NW
Washington, DC 20036

Health Service Models

"A Model for the Reorganization of Health Service Within an Urban Community," Philip J. Porter, Elizabeth H. Avery and Judith A. Fellows. *American Journal of Public Health*, Vol. 64 (June 1974), pp. 618-619. (This journal is available in most public libraries.)

School Safety

Data Sheet #11: School Buses
Data Sheet #36: School Emergency Procedures
Data Sheet #75: Sports Administration
Data Sheet #22: Safety in the Gymnasium
Data Sheet #29: Play Areas
Data Sheet #69: Playground Apparatus

National Safety Council*
School and College Safety Service
444 North Michigan Avenue
Chicago, IL 60611

(Data Sheets are available for 70¢ each, discount rate of 60¢ each when you order ten or more.)

School Desegregation

Ross Zerchykov



School desegregation refers to the process of ending the practice, prevalent in all parts of the country, of separating school children by race. This separation has provided minority school children with second-best educational facilities and opportunities.

BACKGROUND: BROWN v. TOPEKA BOARD OF EDUCATION

Few issues have generated as much violence or controversy as this process of *de-segregating* public schools. It began with the landmark *Brown v. Topeka (Kansas) Board of Education* Supreme Court decision in 1954. That law suit resulted from efforts of citizen organizations—especially the National Association for the Advancement of Colored People (NAACP) and its affiliates and allies through the nation. This group prepared the case by documenting the inequalities caused by segregated education and by building a support base among Black people and concerned Whites; then they brought suit.

The Brown decision reversed an 1896 Supreme Court decision, *Plessy v. Ferguson*, which had established the "separate but equal" doctrine used to justify racially segregated schools. The *Brown v. Topeka* decision made many state laws, local ordinances and unofficial practices

which sustained segregation unconstitutional. The decision was met by resistance in the South and foot-dragging and lack of leadership in Washington. The result: citizen action through court suits continues as the main impetus to further desegregation. The late 1960s and the 1970s saw court decisions which set more explicit standards for compliance with desegregation and expanded the court's decision making powers in this area.

The Brown decision struck down *de jure* segregation, that is, segregation by law. Later court decisions found *de facto* segregation equally unconstitutional. (*De facto* segregation results not from laws but from unofficial practices such as drawing school attendance area lines so as to create either all White or all minority schools.)

Efforts to overcome *de facto* segregation have shifted the action to the big cities, particularly in the North and far West. A full 25 years after the Brown decision the process of desegregation is still not complete.

This is not the place, however, to provide either the final answer or the complete history of the often painful, confusing but necessary and important process of school desegregation. Much of the confusion results from misinformation. We have found that parents and citizens lack information about

- How school desegregation affects children,

schools and communities

- How parents and citizens' organizations can help the desegregation process
- Where to get assistance and funding

EFFECTS OF SCHOOL DESEGREGATION

While much of the opposition to school desegregation results from deep-rooted racial prejudice, some of it stems from myths which accompany school desegregation, myths often perpetuated by its opponents. It is important to dispel these myths in order to concentrate on the benefits of desegregation. The book, *Good Things Can Happen: Your Community and School Desegregation*, by the Federation for Community Planning, is a good place to start finding out what desegregation can offer people.

Myth 1. "Forced" busing and school desegregation are unconstitutional. School desegregation is not a social experiment. It is the law of the land and a long overdue effort to guarantee equality of educational opportunity. Desegregation as an end is not only allowed but required by the 14th Amendment to the United States Constitution; all the means of desegregation, including busing, are constitutional. Moreover, busing has long been a way of life for many children in rural and suburban areas. The Anti-Defamation League of B'nai B'rith and the United States Civil Rights Commission have helpful publications on school desegregation and busing.

Effects on Children: Educational Achievement

Myth 2. School desegregation hurts children by leading to a decline in the quality of education. In the short run, school systems undergoing desegregation may be forced to redirect time and energy to ensure peaceful integration; educational quality may suffer if school systems have to cope with fierce and sometimes violent community opposition. Opposition, rather than desegregation, is what causes the drain on education resources, however.

In fact, desegregation works to improve the quality of education. First, mandates and additional Federal funds which enrich school programs often accompany desegregation plans. Second, the best available evidence shows that in schools undergoing peaceful desegregation children do not suffer academically; in fact, recently desegregated schools show increasing signs of improvement in academic achievement, according to Nancy St. John in *School Desegregation: Outcomes for Children*.

Effects on Communities: White Flight

Myth 3. Desegregation leads to the breakdown of local communities by causing "White flight." "White flight" is often used as an argument against school desegregation. Those who use this argument claim that desegregation is self-defeating because it causes parents to either move out of the newly integrated district or city, or to pull their kids out of the public schools. The alleged result is that newly desegregated schools become rapidly resegregated.

Much of this argument is based on opinion and speculation rather than on facts. First, it is not clear whether "White flight," as used by opponents of desegregation, refers to physical flight from cities where most desegregation is occurring or exit from the public schools. Moreover, even experts cannot agree on either the definition, extent or causes of "White flight." People move out of cities for many reasons, not all of them having to do with desegregation; some leave for a cleaner environment and for houses with backyards. For over a generation, moving to the suburbs has been a sign of upward social mobility—an indicator that a working class family has finally achieved "the good life."

The "White flight" issue is also complicated by withdrawal of children from the public school system to enroll them in private schools. Increased enrollments in private schools have coincided with major desegregation efforts, but they have also coincided with three other recent trends. Two of these involve a move back to

parochial schools because of a reawakening of ethnic pride among White Catholic working class urban residents, and a related revival of Protestant fundamentalist religion. The third, and perhaps most significant trend, is a gradual loss of faith by many parents in the overall quality of public schools. This disenchantment cuts across racial, ethnic and class lines, and may be a particularly important factor in the issues of "White flight."

At this stage, we simply do not know whether "White flight" is really a flight from desegregation or a reaction to other events. Even if Whites are fleeing from desegregation, this is no reason to abandon the quest for racial equality in public schooling. The Citizen's Council for Ohio Schools' 1976 report, "A Citizen's Guide to Desegregation" examines the "White flight" issue and could be useful to concerned citizens in other states.

HOW PARENTS AND CITIZENS' ORGANIZATIONS CAN HELP

Myth 4. Citizens have no role to play in school desegregation. All of the facts suggest otherwise. School desegregation would not have happened had not citizens, Black and White, brought suits in Federal and state courts. Moreover, citizens and citizen organizations play a key role in assuring that desegregation does work, and that it works peacefully.

In fact, the United States Civil Rights Commission, in its report *Fulfilling the Letter and Spirit of the Law* (1976), found that desegregation worked best in those communities where citizens and community organizations were most active. Our own study (*Federal and State Impact on Citizen Participation in the Schools*, 1977, Chapter 5) pointed out that in those cities where desegregation was achieved most smoothly, citizen groups were extremely influential and active in promoting the desegregation process.

Some Examples

Especially important in any desegregation process is the existence of strong city-wide coalitions which cut across racial and income lines, and join together minorities, civil leaders, business people and neighborhood groups. Dallas formed a coalition to support its court-ordered desegregation. Spearheaded by the Chamber of Commerce, the business community in Dallas formed the Dallas Alliance Education Task Force, which also included active participation of leaders from the Black and Chicano communities. This Task Force participated in court hearings as an *amicus curiae*—"friend of the court"), designed the desegregation plan finally adopted by the court, and conducted a massive public relations campaign to build community support for desegregation. A United States Department of Justice official in Dallas told IRE that this Task Force "went about supporting desegregation as though they were selling automobiles." This marketing strategy proved successful, however, and Dallas desegregated less painfully than other cities.

Our study of Dallas and other communities found that many citizens' organizations were instrumental in:

- Developing desegregation plans
- Monitoring, defusing rumors and mobilizing public support
- Monitoring to make sure that desegregation was, in fact, occurring in their local schools
- Protecting and supporting children directly involved in desegregation
- Participating in programs for educational improvement which often accompany desegregation plans

In the mid 1970s in Louisville, Kentucky, school desegregation sparked much White opposition, some of it violent and involving the Ku Klux Klan. As is often the case, children were the victims of this opposition. The United Black Protective Parents (UBPP) organized to protect the rights of minority children in newly desegregated schools. Finding that Black students were being made the scapegoats of community and

school opposition to court-ordered desegregation, the UBPP went into schools on behalf of children when problems arose with school authorities.

Another Louisville group, Progress in Education (PIE), is a multi-racial coalition of citizens which mounted a district-wide effort to support desegregation. Recognizing that both Blacks and Whites are victimized by racism, PIE has sponsored a public forum for receptive school board candidates and members, mounted a public relations campaign directed at newspapers and other media to support desegregation, and worked with local merchants threatened by economic reprisals if they did not post anti-busing signs.

WHERE CITIZENS CAN GET ASSISTANCE

There are many organizations, local and national, to which citizens' groups can turn for help in school desegregation. The Community Relations Service (CRS) of the United States Justice Department helps cities with court-ordered desegregation. Frequently, CRS works directly with community organizations to resolve conflicts, relieve tensions and assist in safety programs. Community service organizations and CRS representatives can work together to iron out potential areas of conflict. Other organizations, such as the Center for Law and Education Inc., in Cambridge, Massachusetts, provide support in legal areas. National organizations, such as the Anti-Defamation League (ADL) of B'nai B'rith, the National Conference of Christians and Jews, the NAACP, the Urban Coalition and the Urban League, have local affiliates which can help children with school desegregation.

There are some organizations which have programs dealing with human relations problems encountered during school desegregation. The Council on Human Relations in Cleveland is such an organization. One of their techniques, the Magic Circle, is designed to foster communication, awareness and acceptance. Used in classrooms with children of all ages and with groups of teachers, social workers and admin-

istrators, the activity encourages eye contact, concentration and sensitivity to other participants. Magic Circle techniques are described in *Good Things Can Happen: Your Community and School Desegregation*, mentioned earlier.

WHERE CITIZENS CAN GET FUNDING

All community organizations, whatever their goals, face the problem of survival, or fund raising. Citizens should be aware of two major sources of information and funds for community efforts to assist school desegregation.

Public Funding

ESAA (*Emergency School Aid Act of 1972*). This is a federally-funded program that provides technical and financial assistance to local school districts and nonprofit community organizations (NPOs) which are trying to meet special needs arising as school desegregation proceeds. A major portion of the funding (74 percent) is allocated to local school systems, 18 percent is spent for bilingual projects, educational television programming, evaluation and other special projects. Eight percent is distributed to nonprofit community organizations whose goals and objectives reinforce local school district desegregation plans.

Many citizens' organizations have found ESAA funding useful. Louisville's Community for Educational Excellence (CEE), an umbrella community organization comprising religious, civic and neighborhood groups, received a \$70,000 grant through ESAA for its program to build support for desegregation. That program involved creating 12 community support councils in the six elementary school clusters, three middle school clusters and three high school clusters created by Louisville's court-ordered desegregation plan. In Denver, People Let's Unite for the Schools (PLUS), a city-wide coalition of White, Black, Chicano, civic, church and business groups, received a \$17,500 ESAA grant to support efforts to create a network of city-wide and local organizations supporting peace-

ful school desegregation. Contact the Office of Education, Division of Equal Educational Opportunity Programs for more information. (See also the Emergency School Aid Act in the Federal Programs section of this book.)

Private Funding: Local and National Foundations and Other Institutions of Philanthropy

Citizens can discover what kinds of help the private sector provides and especially, which foundations are most interested in helping community organizations deal with school desegregation by consulting the Foundation Center in New York City. An information source for anyone interested in applying to foundations for grants, the Center publishes a number of useful pamphlets and guides.

A FINAL NOTE

Desegregation is only the beginning of a process aimed at ensuring equal opportunity in education for children of all races. More and more parents are realizing that opportunity depends not only on racial balance but on the *quality* of the schooling. In Boston, for example, both an independent group, the City-wide Educational Coalition (CWEC), and the court-mandated advisory councils across the city have begun to broaden their concerns from desegregation to educational quality for all children. Once children are no longer banned from certain schools on the basis of their race, the question then becomes: Just how good are those schools anyway?

RESOURCES MENTIONED IN THIS CHAPTER

National Conference of Christians and Jews*
43 West 47th Street
New York, NY 10019

National Association for the Advancement of Colored People*
1790 Broadway
New York, NY 10019

National Urban League*
500 East 62nd Street
New York, NY 10021

Community Relations Service*
United States Justice Department
550 11th Street, NW
Washington, DC 20530

City-Wide Educational Coalition
112 Arlington Street
Boston, MA 02116

American Civil Liberties Union*
22 East 40th Street
New York, NY 10016

American Friends Service Committee*
Chicago Public Education Program
407 South Dearborn Street
Chicago, IL 60605

Center for Law and Education, Inc.*
Gutman Library, Third Floor
6 Appian Way
Cambridge, MA 02138

National Urban Coalition*
1201 Connecticut Avenue, NW
Washington, DC 20036

National Urban League*
500 East 62nd Street
New York, NY 10021

School Desegregation and Busing

Your Child and Busing, 1972 (Free)
United States Civil Rights Commission
1121 Vermont Avenue, NW
Washington, DC 20425

Fact Book on Pupil Transportation, 1972 (\$1.00)
Anti-Defamation League of B'nai B'rith*
315 Lexington Avenue
New York, NY 10016

Effects of School Desegregation

Fulfilling the Letter and Spirit of the Law, 1976
(Free)

United States Civil Rights Commission
1121 Vermont Avenue, NW
Washington, DC 20425

*Federal and State Impact on Citizen Participation
in the Schools*, 1978. (\$7.50)

Institute for Responsive Education*
704 Commonwealth Avenue
Boston, MA 02215

School Desegregation: Outcomes for Children,
by Nancy St. John. New York: Wiley and Sons,
1975. (Available in public libraries)

"White Flight"

*A Citizen's Guide to Desegregation: A Report on
the Citizens' Council for Ohio Public Schools*,
February, 1976. (75¢ postpaid)

Citizens' Council for Ohio Public Schools
517 The Arcade
Cleveland, OH 44114

Human Relations in Desegregation

Council on Human Relations
The Arcade
Cleveland, OH 44115

*Good Things Can Happen: Your Community and
School Desegregation*, 1978. (\$3.50 postpaid)

Federation for Community Planning
1001 Huron Road
Cleveland, OH 44115

This handbook is highly recommended. It not
only describes in detail instances in which citi-
zens *did* make a difference but also includes
references and suggestions as to where to get
help. Both the Federation for Community Plan-
ning and the Council on Human Relations dis-
tribute Magic Circle information.)

Private Funding Sources

The Foundation Center*
888 Seventh Avenue
New York, NY 10019

Public Funding Sources

Office of Education
Division of Equal Educational Opportunity
Programs
400 Maryland Avenue, SW, Room 3039
Washington, DC 20202

How to Evaluate Your Child's School

Louise Bonar



How do American parents view the public schools? Not as favorably as they did five years ago, according to the tenth annual Gallup Poll's periodic measure of attitudes. Less than ten percent of the public gave the schools in their community an A rating in 1978, compared to 18 percent in 1974. Residents of central cities were more negative about schools than any other group—30 percent of parents graded their schools D and Fail, while only 21 percent gave A and B ratings. When comparing different regions in the nation, people in the West (Rocky Mountain areas and Pacific states) were least satisfied with their schools.

There is reason to be concerned about your child's education no matter what part of the country you live in. Every school will have some problem, no matter how competent the staff or how new the building. Rising costs of education, declining enrollment, building deterioration and many other factors affect the quality of education. Schools need parents' involvement more than ever because school officials do not have all the answers to the many problems confronting education today. Parents who are poor, working class or members of minority groups have special reasons to be concerned about how good their schools are. Because public schools historically have neglected their children by failing to provide an adequate education, their children are more likely to be frus-

trated, drop out, or have problems learning.

As a parent, you have every right to be concerned about the educational quality of your child's school. Standing up for your rights and your children's rights does not mean you are against the rights of teachers and principals. You have the right to be assured that your child will have a good grasp of the minimum skills—math, reading, writing, listening and speaking—skills a student needs to do well in school and, later on, a job. It is important for parents to ask questions: Will my children get their high school diploma? Can they and their friends get jobs after graduation? Will they be able to enter a one- or two-year training program? Will they be able to get into a four-year college?

More often than not, it will be up to you to find these things out. You and other parents may have to evaluate your school to make sure your children are getting a proper education.

One of the best, most detailed and comprehensive guides for parents interested in evaluating schools is the free handbook, *Working With Your School*, by the Texas Advisory Committee to the United States Commission on Civil Rights. It contains an extensive section, "Evaluating Your School," and a ready-made evaluation checklist. The National League of Women Voters has also published a handbook on evaluating schools.

The Evaluation Process

Four steps will help you find out about your school. First, you have to figure out how to get enough information about its processes, procedures and programs. You have to find out how relevant the school program is to students, parents and the community. The next step is to gather this information. Then you can bring your findings to the attention of the principal and other school officials through written requests and suggestions. Finally, you should monitor the actions taken to bring about the desired changes.

There are four types of evaluations you can use to check up on your child's school:

1. Observe what is going on in the classrooms and throughout the school; record conditions as they exist at that time. Before and after these school visits, ask your children their opinions. Do they enjoy the school? How do they feel about their teachers? Are you satisfied with your children's grasp of their school work? The United Bronx Parents, a neighborhood New York City group, has drawn up a "report card" for parents to rate their schools. Part of this report card is reprinted in the Tool Kit, as well as other classroom observation suggestions.

2. Document cause-and-effect relationships; for example, see how various textbooks and tests being used affect students. Do textbooks record minority groups' history and achievements? Do illustrations feature people of all races? Are girls and women pictured only in passive roles, watching others achieve—a message that females are somehow inferior?

3. Develop definite standards or guidelines to judge the effectiveness or ineffectiveness of what you are studying. Establish these guidelines before doing your evaluation.

4. Survey various groups' attitudes toward the schools—teachers, students, parents, graduates, community organizations and officials. A survey will give you the measure of people's satisfaction and perception of needs. IRE's handbook, *Facts for a Change*, discusses how

citizens can carry out action research and includes a survey guide.

Who Should Be Involved?

Students, parents and representatives of the neighborhood or community should take part in the evaluation. What about informing teachers and the principal of your evaluation project? To gain their respect, you will need to convince them that your evaluation will benefit all concerned. They should see you as allies, not as enemies. In this way school personnel will be more able to support corrective actions you suggest. (The Tool Kit has tips on how and when to visit a classroom.)

Any group of citizens can evaluate a school but the process will take time and commitment. School systems are an integral part of the community and so cannot be considered in a vacuum. Local resources and agencies must be taken into account: students and parents, administrative staff, teachers, principals, service personnel, community programs and organizations and the school board. Local and state public officials and the state board of education also effect local schools in some way.

One possible structure for an evaluation effort is to have subcommittees responsible to a leadership committee or executive board. To help you devise your own method of finding out how your school relates to its students, parents and community, we list eight steps suggested by the Texas Model of School Evaluation, from *Working With Your School*:

1. Create a committee to set up your evaluation's plan, goals and objectives.

2. Determine the purpose of your evaluation.

3. Determine the specific objectives. They should be meaningful and measurable.

4. Determine the areas to be evaluated.

5. Develop methods of collecting the information through observation, surveys and questionnaires, and examination of objective evidence. Collect the data.

6. Prepare the data after they have been collected.

7. Analyze the data to determine the overall

effectiveness of your school's response to students, parents and the community as a whole. This should uncover problems and deficiencies in the school's educational program.

8. Arrange the results in a meaningful format, outlining specific findings and recommendations. Disseminate the report.

What to Look for in a Good School

Working With Your School also gives basic suggestions for obtaining the necessary information. There are six crucial areas you need to explore. (See Figure 4.)

Parents Have to Do Their Homework, Too

As individuals or in a group, parents can voice opinions at school board meetings or make use of the local media—newspapers, television, radio—to bring out their concerns with educational quality.

The best way to evaluate any school, however, is to visit it on a regular basis and talk to administrators, teachers, counselors, coaches, custodians and secretaries, and to insist on answers to your questions. Protect yourself from getting the wrong kind of information:

- Be very specific ahead of time about what you are looking for. If you do not have specific objectives, you may end up with no answers at all.*
- Keep in mind that information is useful only if it is to be followed by action.

Evaluations can be undertaken for different reasons. The Lexington, Massachusetts School Committee, faced with a situation of declining enrollment, appointed a committee of ten citizens to do an 11-month study of the town's elementary school programs. The committee's tasks: determine the present program's strengths and weaknesses and make recommendations for future development of Lexington's elementary education.

The committee organized into four subgroups: conducting surveys, doing interviews, analyzing pupil performance data and studying

the elementary curriculum. Surveys were done in school as well as in the community. Interviews included principals, teachers, students and parents. Pupil performance data was gathered, mainly from test results, and the curriculum subcommittee studied the basic skills programs. While evaluating programs, Lexington's committee also became concerned with class size and climate in different schools. The committee's evaluation compared different schools and recommended improvements in educational programs (for example, increasing inservice teacher training, extending library services, organizing a curriculum resource center); it also recommended closing several schools. The report received a wide response. The School Committee implemented some of its recommendations. The media, intrigued by several of the committee's findings—especially those relating a school's quality and climate more to principal and teacher attitudes than to age and condition of the school building—gave the report extensive publicity. Lexington published its study and has received requests for copies from citizen groups and schools all over the country.

**Working With Your School*, Texas Advisory Committee to the United States Commission on Civil Rights, 1977, p. 47.

Figure 4

SCHOOL EVALUATION*

SOME CRUCIAL AREAS TO INVESTIGATE

(1) Does your school know what it is doing?

(2) Does your school offer a variety of learning experiences?

(3) Does your school respect its students?

(4) Does your school encourage positive feelings among students?

(5) Do your school's teachers and students have a positive attitude toward it?

INDICATIONS OF A GOOD SCHOOL

The goals and objectives are clearly stated, known, understood and communicated by the school staff.

Regimentation becomes secondary to exciting learning activities.
Motivation is the basis for control.

Each student is respected as an individual, having rights. This respect is evident in the way all of its students are treated, not just some of them.
There is a good relationship between student and teacher, parent and teacher, and between the school and the community it serves.

Teachers are very aware of their effect on a child's behavior.

Teachers talk freely with administrators and parents.

Vandalism is almost nonexistent.

Students are eager to learn.

There is a good working relationship between the school and the community it serves.

INDICATIONS OF A BAD SCHOOL

People do not know what they are doing; the school is merely biding time.
There are no stated goals and objectives.

Control of students is the main concern.
The school's concern for enhancing the learning process is secondary.

This respect is difficult to fake — either you see it or you do not.

An indifference to the students is apparent; this can become positively destructive.

Teachers do not talk freely with administrators and parents.

Examples of vandalism are evident.

Morale is low.

The relationship between the school and its community leaves a lot to be desired.

(6) Does your school encourage interaction between the parents and the staff?

Most school information and data is available to parents.

Parent volunteers are regarded as an asset and recruited and welcomed.

Parents and teachers have easy access to teachers and to school officials.

Parents are encouraged to become involved in the decision making process and to participate in the governance of the school.

There is some degree of partnership or delegated power between the administration and the parents.

It is not always easy or possible to get information.

Parents or other volunteers are not sought or encouraged.

Teachers and school officials are busy or unavailable.

The principal makes all the decisions.

There is only token communication with parents or community residents, in the form of informing them, consulting with them or placating them.*

*Adapted from M. Donald Thomas, Superintendent of Schools, Salt Lake City, Utah.

A Last Word

A final reminder if you intend to undertake evaluation of your child's school:

- Information gathering should not become an end in itself.

- Your goal is to gain information that will lead you or your group to identify problems and areas of need, present them to the appropriate decision makers and urge them to take necessary and appropriate action.

- Make sure that approved recommendations are practical and carried out properly.

The ultimate goal, which everyone should keep in mind, is improved quality education that will benefit all children, not only in school, but throughout their lives.

RESOURCES MENTIONED IN THIS CHAPTER

United Bronx Parents
810 East 152nd Street
New York, NY 10022

(This community group provides a "report card" for parents to grade their schools. A Spanish version is available.)

Working With Your Schools, 1977. (Free)

Texas Advisory Committee
United States Commission on Civil Rights
418 South Main Street
San Antonio, TX 78204

(An excellent source for parents wishing to know anything about public schools; includes extensive section on evaluating schools.)

Publication #343, *Evaluation of Schools*. (\$1.00)
League of Women Voters of the United States
1730 M Street, NW
Washington, DC 20036

(This booklet discusses how to evaluate school programs and systems, and includes an outline for comprehensive study.)

Tenth Annual Gallup Education Poll, 1978.

Phi Delta Kappa
Eighth and Union
Bloomington, IN 47401

(Minimum order: 25 copies for \$5.50, postpaid.)

Facts for a Change, 1978. (\$4.25)

Institute for Responsive Education*
704 Commonwealth Avenue
Boston, MA 02215

(Contains useful description of ways citizens can do action research in their communities. Includes a survey guide.)

"Observations and Recommendations on the Lexington Elementary Schools": Summary of a Report to the Lexington School Committee by the Educational Program Study Committee, 1975. (\$9.95)

Lexington Press
7 Oakland Street
Lexington, MA 02173

(An evaluation committee's findings on elementary education programs in its town. Report and recommendations. Useful in situations of declining enrollment.)

How to Help Your Child At Home

Louise Bonar



Remember the good old days when the teacher knew best? Parents did not question what went on in the classroom. Maybe our parents read to us at home, but they were not encouraged to try to teach us any school subjects.

Lately, there has been a shift in attitudes among both professional educators and parents, a move toward agreement that not even the best school can or should be expected to do the job of teaching children alone. All the experts—anthropologists, sociologists, educators—agree that *families* are essential to children's educational development. Children doing well in school share a common characteristic which cuts across racial, linguistic and economic lines: a family that reinforces learning at home. Dozens of studies have shown how important active parental support is to children's well-being and achievement, in and out of school. It is clear that parents can and should be partners with professional educators in providing for their children's education.

This chapter will make suggestions and list resources which address questions commonly asked by parents who want to understand their child's growth and development: What is the parental role as educator? How can parents discover learning disabilities? When should parents insist on diagnostic testing? and, How can home and school work together?

THE HOME AS A LEARNING ENVIRONMENT

A child's education is not restricted to a six-hour day inside a school building. Learning takes place everywhere; the more a child learns, the easier it becomes. The "Sesame Street" and Headstart generation has been stimulated at an early age to be more aware of the world and their place in it; they now need protection against failure later on, in the elementary school and beyond.

Parents can stimulate their children so they will become lifelong learners. Some parents sense this intuitively, or have learned this themselves, and assume an active role in their children's education. Others are hesitant. Many parents feel alienated from schools because of some professionals' and administrators' negative attitudes which discourage parent participation in educational matters. This continues to be a problem which parents must organize to resolve. Whether or not parents feel connected to their children's schools, there are still many things they can do at home to stimulate their children's interest in learning.

Some parents keep scrapbooks of pictures, quotations, clippings and schoolwork to provide each child with a growth and achievement record, in and out of school. As an adult, you can show you value learning about a wide range of

subjects by talk at suppertime about the news, current events, the latest social and recreational happening. Parents and children can learn more by getting out into the community to make use of resources outside the home. At museums, zoos and places like the newspaper office, television station and court house, you and your child can discover new things that are part of the world in which you live. Wherever you go, your child can make new connections about what he or she is learning in school.

Some Successful Models

Parents As Resources (PAR). For years, an Illinois-based group, Parents As Resources, has been offering training programs to all persons—parents, parent educators, babysitters, grandparents, and students—involved with two to ten year olds.

"Footsteps": Using Television. Another good source of information for young parents is the "Footsteps" television series about children and parents which is being shown on more than 200 Public Broadcasting System stations around the country. "Footsteps" is available for use by schools, groups and individuals as the Office of Education has purchased all rights to the series.

Home and School Institute. Dorothy Rich and the Home and School Institute in Washington, DC have developed one of the most down-to-earth programs which deals with parent-as-educator, the home as a learning environment, and involving the teacher as a supporter of home learning. The Institute's approach to home learning and parent teaching combines common-sense ideas in a deceptively simple format. Its goals are twofold: to build the knowledge base, skills and attitudes educators and parents need if they are to work together, and to increase children's achievements by shoring up parents' confidence in themselves as teachers.

The Rich Approach requires no gimmicks or educational equipment, only the stuff of everyday life looked at in a fresh way and recycled imaginatively. The Institute trains parents to become active participants in learning at school

and trains teachers to work with parents in the community. Ms. Rich's theory is that schools have a limited capacity for helping children achieve success; if you want them to be able to cope in modern society, she suggests you had better work with them yourself. Four books filled with recipes for continued home stimulation of school-age children, have been published as part of Project HELP (Home Education Learning Project).

One Institute recipe which teachers can send home to parents is "Spaghetti Letters." In this lesson the child spreads strands of spaghetti on a cookie sheet to form various letters the parent has just named or pointed to in the alphabet. In another, "Shopping for Rhymes," the parent helps the child learn at the grocery store. "I need something that rhymes with rope. Please go get a bar of _____." The child answers SOAP and points to it or gets it off the shelf.

AVKO. Another program, provided by the AVKO (audio, visual, kinesthetic and oral) Educational Research Foundation, offers materials for use with children, like "Helping Your Child Overcome His/Her Reading Problems."

Under the *Reading Is Fundamental* (RIF) program, local nonprofit groups or public agencies may receive Federal funds to match the purchase price of paperback books for children. Many local RIF projects are established in schools and libraries but they may also be run by recreation centers, daycare centers, churches or other organizations serving youngsters three years old through senior high school age.

Parents can play a very important part in helping their child develop good work habits—like learning to listen, following instructions, sticking with something until it is done, finishing a job neatly and well—so they can do well in school. Getting the most out of any learning situation depends on having good work habits like these

DISCOVERING AND DEALING WITH LEARNING DISABILITIES

Many children have problems learning. In the past, these children were thought to be lazy, mentally retarded or emotionally disturbed. Today professionals recognize that some children have problems that make them clumsy or awkward, or problems that interfere with the way they understand printed letters or words, or hear and understand sounds. These kinds of physical imbalances and perceptual problems are called learning disabilities.

There are many different types of learning disabilities. Children may have difficulty using language, remembering what letters or words look like, or have poor coordination. There are many contributing factors, but no one clear reason why some children have learning disabilities. It is important to remember that children with these problems can learn successfully, but may need special help and understanding.

Teachers with special training and experience are able to help determine how a child with learning disabilities learns best and plan an individual program for him or her. A *Checklist for Children* in the Tool Kit section points out problems which may be symptoms of a learning disability.

What You Can Do

It is important to talk over problems with your child's teacher and counselor. (See Tool Kit for a sample letter requesting a conference with a teacher or counselor.) If you are wondering about your child's grasp of the basic skills or have doubts about the school's evaluation of your child's capabilities, you have the right to demand an evaluation that would include testing your child to check for possible learning disabilities. If school-site testing is not possible, the school may be required to pay for testing at a college or other community agency.

If your child does have special learning needs, he or she has the right to special education services. (See the chapter on Special Educa-

tion.) The Association for Children with Learning Disabilities can also provide helpful information.

Where To Begin

Getting It Together At Home, of the Partners in Urban Education series, advises you to remember that your child is a human being who needs love and care, praise and encouragement, no matter what kind of education he or she receives. A child who lives in a caring climate is more likely to develop the self-esteem necessary to succeed. "Your child may not begin to like school or try to learn right away. Your job may be very hard if your child is already in junior or senior high school," cautions the booklet. "Maybe everyone else has decided it is too late for him or her. You know this is not true. It is never too late to begin."*

Good honest communication with your child's teachers and counselor can strengthen your commitment to helping your child learn. Several organizations and school systems have developed programs for parent-teacher cooperation. The Salt Lake City School System has established a model of school governance, shared between parents, teachers and administrators. Operation PUSH, a national movement founded by the Reverend Jesse Jackson, is a source of encouragement to those interested in the new partnership among parents, teachers and principals. Other organizations which focus on parent-teacher relations are Humanics, in Atlanta, Georgia, and The Home and School Institute, mentioned earlier in this chapter, which can provide information on other parent-teacher programs.

By working with your child, and his or her teachers, counselor and principal, you will be able to prepare your child for the future. And, that is what education is really all about.

**Getting It Together At Home*, Barbara Thompson Howell. Morristown, New Jersey: Silver Burdett, 1972, p. 56. Out of print.

RESOURCES MENTIONED IN THIS CHAPTER

Parent-Teacher Cooperation

Operation PUSH*
930 East 50th Street
Chicago, IL 60615

Parents as Resources (PAR) Leadership
Training Foundation*
464 Central
Northfield, IL 60093

"Footsteps"
233 East Redwood Street
Baltimore, MD 21202

(Textbook and curriculum materials to be used
with the program are available.)

M. Donald Thomas, Superintendent
Salt Lake City School District
440 East First Street
Salt Lake City, UT 84111

Humanics*
881 Peachtree Street, NE
Atlanta, GA 30309

Working with Your Child

Home and School Institute, Inc.*
Dorothy Rich, Director
Trinity College
Washington, DC 22017
(Please send stamped, self-addressed envelope.)

AVKO Educational Research Foundation,
Inc.*
3084 West Willard Road
Birth Run, MI 48415

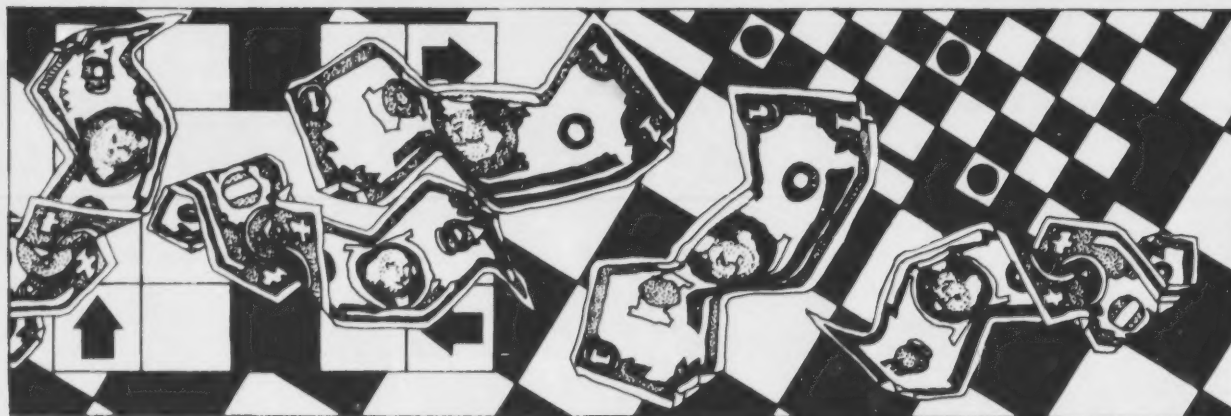
"Footsteps"
Consumer Information Center
Pueblo, CO 81009
(Free viewer's guide to the television series)

Information on Learning Disabilities

Association for Children with Learning
Disabilities*
5225 Grace Street
Pittsburgh, PA 15236

A Grassroots Guide to Getting Funds

Louise Bonar and Marilyn Feingold



Fund raising is not always easy, especially for community organizations working on elementary and secondary education. Groups with clearly political rather than service-oriented goals may not even be considered by many funding sources. If your group fits into either of these areas, you will have to learn the funding game and know its players well if you want to get outside financial support.

Some community organizations have played the funding game and won, even though the odds were stacked against them. Helping grassroots groups get in on the action is the purpose of this guide. If you follow the steps and use the resources described here, your organization might be a winner, too.

TAILORING YOUR APPROACH

Courting the various funding sources is a large part of the game. You have to convince the source you choose of three things:

- Your project will make a difference
- Your plans are well thought out
- Your group can do the job better than anyone else

If you tailor your approach to the concerns of your funding sources, you can take a lot of the guesswork out of getting grants. Tailoring does require prior planning though, planning which occurs before the proposal stage.

The first step is to match your idea—the problem your project will address—with the interests of the various funding sources. You will have to gather information about who supports what kind of ideas to find a likely funding source.

The next step is to match your ideas specifically to the source chosen—a government agency, foundation or corporation. Your project will satisfy the funding source most when it complies with that source's guidelines and supports its concerns.

Finding this common ground is critical because these two groups often want things which are quite different. Citizen groups usually want general and dependable support for long-term development, especially for building the capacity of their organizations. Funding sources, on the other hand, often want specific activities and projects. Sometimes they want evidence that your group will become self-sustaining. Where these different concerns overlap is where you

GENERAL STEPS

RELATED TASKS

BECOME ELIGIBLE FOR OUTSIDE FUNDS

MAKE A PLAN

- Review your community's problems
- Choose a problem your group wants to work on
- Decide what your group wants to do to try to solve the problem
- Think through what you want to do about that problem and how to go about doing it

ASSIGN TASKS

- Choose a person or group to turn the questions answered into a plan
- Choose a person or group to get the funds to close the gap between needs and services

DO RESEARCH

- Find out about funding sources
- Find out how to approach funding sources

MATCH YOUR GROUP WITH A LIKELY SOURCE

- Compare your needs with the concerns of various funding sources
- Choose the source which best fits your needs

- Incorporate and become tax-exempt*
- Develop and document your reputation and track record
- Consult people in your group and in the community
- Talk with other groups and institutions working in the same area
- Answer these questions:
Who will you serve?
How will you serve them?
Who will do the project?
What do you need to do it?
How long will it last?
How much will it cost?
- Identify all outside sources of funds
- Find out what funding sources think important, how they define the problem of concern to you and how ready they are to respond to your plan
- Make personal contact with several sources
- Talk to the source chosen before writing your proposal

*See "A to Z" listing on Nonprofit Organizations.

must focus your preproposal planning. That planning process is summarized in Chart I.

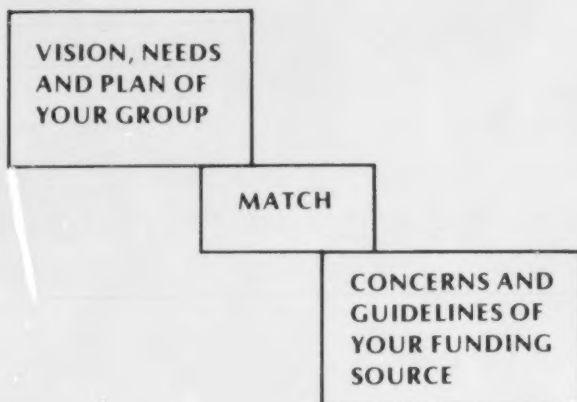


Chart I shows that getting funds is a process you can manage with a step-by-step approach. For example, you must identify the problems on which you plan to work before you seek funds and write a proposal. Writing a proposal is but one step in the whole process; it is not an end in itself. Proposals are vehicles which carry your ideas to a funding source. They should be custom-made rather than standardized. Proposals cannot be mailed out indiscriminately because impersonal proposals have about the same rate of return as junk mail—one to three percent. What your group does and plans, how it chooses and approaches a funding source will suggest to that source how well you will be able to address the problems you plan to resolve.

The three major sources of funds for grassroots organizations—the government, foundations and corporations—play by different rules. Citizen groups need to know the rules of these different games if they are going to get project grants from the various sources.

SEEKING GOVERNMENT GRANTS

Government Agencies: \$100 Billion a Year

Government agencies, the largest source of grants for human services, make grants to states and local governments, private institutions, community organizations and individuals. More than 40 percent of these grants go through the Department of Health, Education and Welfare (HEW) in Washington, DC. Some 22 different Federal agencies, however, carry out 186 community-related programs. A list of some Federal programs which provide funds for education-related nonprofit community groups follows this chapter.

Government grants often have extensive reporting and evaluation requirements as well as strict guidelines on the goals and groups your project may serve. You will also need other funds to spend up front if you get a grant from the government because it often pays you back after your project spends money instead of giving you the money in advance.

Sources of Information

There are mountains of information on government programs; if you have not defined your needs clearly, an avalanche may bury you! The best single source of information about Federal government grants is *The Catalog of Federal Domestic Assistance* in your public or university library or in the nearest branch of the Foundation Center Library. (This chapter's section on Resources includes the addresses of the Foundation Center's libraries.) *The Catalog* comes out every two years. It describes and defines each program, names the agency responsible, and helps you find units in Federal agencies which have made grants in your area of interest. *The Catalog* also explains each program's legislation and purpose, uses and restrictions, eligibility requirements and types of assistance, application and award procedures, regulations and guidelines. It lists contacts for more information and refers you to related programs.

To find out what is happening right now, check *The Federal Register's* current program information. Indexed and published daily, this register is available in most large libraries and in regional Federal buildings. (The addresses of the Federal regional offices are also listed at the end of this chapter.)

Often you can get free or inexpensive information outlining the programs or agencies which interest you by calling or writing their Program on Public Information Offices. (Names, addresses and phone numbers can be found in *The U.S. Government Manual*.)

Education Daily, found in most university and public libraries, gives up-to-date reports about what is happening in education. It covers Congress, the Federal agencies, the courts, state governments and local school districts. It also provides information about education-related programs and organizations.

Closer to Home: Federal Offices Outside Washington, DC

The Federal government has divided the country into ten administrative regions, listed at the end of this chapter. The Department of Health, Education and Welfare's regional offices can answer your questions about the purposes, requirements and operations of its various programs.

Each region also has a Federal Regional Council (FRC) Hotline whose staff can help you fit your needs with existing programs. They can answer your questions about grant eligibility requirements and application procedures, program requirements and levels of funding, regulations and pending legislation. They can also suggest ways to combine related programs.

Federal Information Centers (FICs). You can reach the FICs in 37 major metropolitan areas by calling Directory Assistance, toll free lines connect 37 more areas to the FICs. You can also stop by or write with questions about programs.

State and Local Sources

State and local governments provide some funds to nonprofit groups; they administer Federal grants and have programs of their own. Many of the programs mentioned pass funds through from the Federal government to state and local governments. A large part of these pass-through funds go for economic development, neighborhood revitalization and human services. They are not specifically for grassroots, nonprofit education groups. Your group may be eligible, however, for some pass-through grants like funds from the Emergency School Aid Act (ESAA) and for CETA grants.

You can call, write or visit your state senator or representative, and agencies in your state's capitol or regional offices to find out about Federal and state grants. Your state's League of Women Voters may also have information about state programs and personnel. (For League locations, see map at the end of this chapter.)

States can hook up nonprofit groups with personnel assistance. For example, your organization can advertise its staff needs through job opportunity listings kept by the state Divisions of Employment Security (Unemployment), listed in the phone book. Some states also run programs which provide organizations with volunteers or interns.

Generalizing about aid from counties, cities and towns is difficult. They often lack the wherewithal to publicize their programs but your mayor's office should be able to tell you where your group might fit in. Cities sometimes make contracts with nonprofit groups for their services, and CETA (Comprehensive Employment and Training Act—see "A to Z" listing for CETA) programs have sometimes paid for positions in nonprofit organizations.

Federal Community Development Block Grants which require citizen involvement are available through many cities as grants from the Department of Housing and Urban Development (HUD). These grants replace such programs as Urban Renewal, Model Cities, Neigh-

Chart II

FOUNDATIONS AT A GLANCE

FOUNDATION TYPES AND EXAMPLES	SIZE OF GRANTS	INTERESTS AND ACCESSIBILITY	POTENTIAL FOR GRASSROOTS GROUPS
National Multipurpose (Carnegie, Ford, Mott, New World, Rockefeller and Hazen)	Hold $\frac{2}{3}$ of all founda- tion assets Make $\frac{1}{2}$ of all grants Size of grants varies	Pilot or demonstration proj- ects of national interest Programs with high visibility Usually well-staffed; formal operations Annual reports and other publications available	Limited
State or Local Foundations (Rosenberg in San Francisco and George Fund in Cleve- land)	Assets generally small Grants usually less than \$10,000	Have some staff Give locally; usually have local interests	All are interested in nonprofit groups
Corporate Foundations	See this chapter's section, "Seeking Corporate Support"		To be explored
Community Trusts and Foun- dations in 220 cities (Perma- nent Charities in Boston, New York; Community Trust, Chi- cago Community Trust)	Usually \$10,000 or less	Many give for direct services By charter must contribute to activities, institutions of local community Most have local citizens on the board Usually have small profes- sional offices and very willing to give information	The best bet Growing segment of grants field
Alternative Foundations (Haymarket People's Fund in Boston, Vanguard Foundation in San Francisco, Liberty Hill Foundation in Los Angeles and 21st Century and MS Foundations in New York City)	Usually \$500 to \$2,000	Promote social change by support of causes too risky or controversial for traditional foundations Community activists sit on boards	A good bet (21st Cen- tury Black-controlled; MS Foundation advoc- ates change in status of women)

neighborhood Facilities, Open Land Space, Historical Preservation, Urban Beautification, and so on. These grants have few strings and are meant to expand economic opportunities for persons of low and moderate income, provide decent housing, and improve the quality of urban living. Cities must involve citizens in planning and reviewing these grant awards so you should figure out your city's priorities and mobilize support. Coalitions of grassroots groups which have organized a turnout at the required public hearings have managed to influence these awards. (HUD also has offices in the ten Federal regions listed at the end of this chapter.)

A Final Note

As you go about getting funds from any level of government, keep in close contact with key people in the agency to which you are applying. They can guide you through the array of forms and deadlines you will face and tell you how the decision will be made.

SEEKING FOUNDATION FUNDS

Foundations: \$2.5 Billion a Year

Ten percent of the more than 25,000 different foundations give away about 90 percent of all foundation monies. Twenty-nine percent of grants from foundations go to education-oriented projects (*Giving USA, 1977 Annual Report*), but only a small portion of that goes to nonprofit citizens' groups. Most goes to national, state and urban organizations of professional educators.

Foundations are good for short-term support—one to three years. A proposal to a private foundation is usually simpler and shorter than a proposal for a government grant. Sometimes a letter describing your plan is enough. Unlike the government, many foundations give away money at almost any time. They also give you your grant funds before you start spending for the project. (See Chart II.)

Getting Information

Finding Sources of Funds: The Foundation Center. Help in identifying foundations and what they think is important is available through the Foundation Center's offices in New York City, Washington, DC, San Francisco, Cleveland and Chicago. (A list of their addresses is included in this chapter's section on Resources.) This nonprofit center gives out information about foundations and advises grants seekers. It collects foundations' annual reports and their reports to the Internal Revenue Service. The Center also has directories to foundations by state and region, and lists of grants by program, recipient and foundation. This information can show you which foundations might support your interests. The Foundation Center's libraries in Washington and New York also stock useful references like *The Foundation Directory*, *Grants Index* and *Source Book*.

Finding Out Which Foundations Fit Your Needs. Careful study of the granting patterns, behavior and interests of community trusts, local foundations and alternative foundations should uncover several likely prospects. Read their annual reports to get up-to-date information on their history and purpose, officers and finances, application procedures and recent grants. Look for a pattern in the amounts, recipients and purposes of their recent grants; see if your needs fit that pattern.

If the foundations whose reports you want will not send them to you, remember that the law requires them to make their annual reports public 180 days a year. Your state attorney general also has information on the finances and organization of trusts and foundations. In Massachusetts, for example, the attorney general puts out a directory to the programs, application procedures and geographic limitations of foundations in the state.

Organizing Your Information. Keep files on all possible sources—whether they be foundations, government agencies or corporations. Date everything you put in the files. Design and fill out a standard form for each source; make sure

the form includes background information on the source's officers, as well as its address and phone number, assets, recent grants and funding cycle (if any). If you have biographies for officers at each source, you can circulate them among your board members to see if there are any personal connections, especially with the smaller, more informal foundations.

Approaching Foundations

When calling to set up a preliminary discussion of your idea at a foundation, be brief and to the point. One or several articulate and committed people, whose backgrounds come closest to matching the foundation official's, can represent you best in this discussion. If you prefer, you can send the official a written draft of your idea first, so he or she will have more information to respond to during your interview.

Use this first interview to gather the information you need to fit your written request for funds to the foundation's point of view and requirements. To prepare for the interview, make a written outline, collect a few of your group's press clippings and brochures, and practice by playing the roles of your representative(s) and the foundation official.

Practicing before you go to an interview can help you clarify how your idea will support the foundation's program, and why this foundation should fund your proposal. You can also practice stating clearly what you want to do and why it is worth doing, who will carry out the program, how they will carry it out, and how much the project will cost. You should be prepared to say what other funding sources you are approaching and how much you are requesting from each source. Finally, your group should decide in advance if you can accept less money, how much less you will accept, and how that might affect your plans. Then you can negotiate more easily during your interview.

The First Meeting and After

Begin with a brief review to refresh the official's memory and then show clearly how your idea ties in with the foundation's interests and previous granting record. Emphasize benefits to your clients more than your plan and methods.

Don't Come Away Empty-Handed. Be sure you get information about proposal format, style and length, deadlines and funding cycles, current emphases, and other sources of funds. Make sure the size of your grant fits within the foundation's range; find out who makes the decision about funding and what restrictions there are. Reach agreement about the next step: meet again for discussion or review of a draft, or write and submit a proposal. Set a date.

If you can now draw up a proposal to give the foundation what it wants in terms of content, format, length and emphasis, start writing.

SEEKING CORPORATE SUPPORT

Corporations: \$1.35 Billion a Year

Corporate gifts average about one percent of profits even though corporations can get tax credits for giving away up to five percent. There are about 1,800 company-sponsored foundations but information on corporate giving is sparse; there is no catalog or directory for corporate gifts.

In 1976, corporations made 4.6 percent of all private gifts; 35 percent of their grants were education-related. (From a survey of 796 companies conducted by the Council for Financial Aid to Education and the Conference Board.) Most of these grants did not go to projects on public school-related issues. Usually, corporations make gifts from their headquarters and give to human services only when an executive is personally interested. They are the source of funds least tapped by grassroots groups.

Applying for corporate gifts is a much less clear-cut process than applying for foundation or government support, but the very lack of structure leaves an open field whose possibilities are tantalizing. Your first step into this field will be much more fruitful if you remember that the closer you are to a corporate headquarters or branch office, the better your chance of getting a grant.

Finding Possible Supporters

Identify the largest corporations with plants or other operations in your area. Find out as much as you can about them. Many public and university libraries carry *Fortune's* "Double 500" issue or *Forbes'* "Market 500" issue; these list the profits, sales and market value of the country's largest companies and can help you size up your prospects. While at the library, you can read more about the size, scope and officers of your local corporations in *Standard and Poor's Register of Corporations* and *Dun and Bradstreet's Million Dollar Directory*. Also check *Dun and Bradstreet's Middle Market Directory* to see if smaller companies near you have given grants before.

Begin a file for each prospect, include its area of interest, past record of gifts, and profit record. You can then compare the past record of gifts—including amounts—to profits to see if corporations are giving at the five percent level of profits for which they can get tax credits.

Local newspaper articles about corporate gifts can add to your files of prospective sources. Keep track of present gifts in the paper and check back issues at your newspaper's library. Corporations which have already made gifts in your field are good prospects and their competitors may well be too.

Your local business community can also provide information. Many corporations have active public relations offices. Some large ones even include "corporate social identity" programs in their annual reports. The Chamber of Commerce sponsors meetings for local company executives and gives its members informa-

tion on individual corporations and profit trends in different businesses. If anyone in your group or on your board belongs to the Chamber, he or she can put you in touch with the people and information you need.

Fitting Your Approach to the Source

Personal contact is especially important when approaching a corporation for funds. Check out all possible links between your organization and that corporation. Get the names of local corporate executives through your research on possible supporters. Fill in any gaps by checking *Standard and Poor's Register of Directors and Executives*, *Dun and Bradstreet's Directory of Corporate Management* and the various *Who's Who* publications. Jot down their military, education and other business affiliations.

Ask your board, staff and key volunteers to give you biographical sketches with the same kind of information. Match these sketches with your files on corporate executives; circulate a list of these executives to your board and staff to see if they know anyone on the list. If you find a match, use it to set up an appointment.

If you find no link, call the company for the name, address and title of the person in charge of contributions. Large companies often have contributions, foundation or trust committees, while smaller ones often assign an executive in public affairs, community relations, personnel or advertising to this task. If possible, sound out your contact person before sending any written materials.

Approaching a Corporation

Visit. First, visit the corporation to discuss your ideas. Take along your organization's flyer, your latest publication or current project information—something you can leave behind after your visit. During the visit, discuss the corporation's interests and try out several of your ideas. (You will have more room to negotiate at this point if yours is a multi-purpose organization.)

You should also find out what kinds of gifts

this corporation makes. Does it give general funds to organizations it likes? Or, does it give money to particular projects on which it likes to have its name? Be prepared to make your proposal either way.

A corporation is usually very interested in the total size of your budget and in your sources of budget. Generally, a corporation does not want to be your sole source of support, so its officers will want to know what percent of your budget will come from sources other than their company. They will be especially interested in how much your members or constituency contribute to your total budget. A rule of thumb here might be:

- The larger your budget, the larger their gift.

The Follow-Up Letter. Follow up your visit with a letter giving the details of your plan. This letter should be short and individually typed. Include basic information about your organization and enclose supporting materials. Make this letter as personal as possible but use your group's official letterhead. (That letterhead should list your return address and the people officially connected with your group.)

State how your plan fits this particular corporation's interests. Include brief descriptions of:

- Your idea—the problem and your solution
- Who will carry out your solution and how they will carry it out
- How long your plan of action will take
- How you will evaluate your action
- How much you are requesting, including the total amount you need, how much you are raising from each source, and how much money, equipment, space and/or staff help you need.

You can attach a paragraph or two on your group's background and purpose, and a description of how you measure success, how you collaborate with other organizations, and where you expect to be in one, three and five years.

Attach your budgets for last year, this year and next year, a list of your board and staff with a description of their backgrounds, and copies of your tax exemption forms.

If any of your board or staff members or volunteers works for this company, or if you know

other people connected to this company, have them write letters of endorsement for your proposal.

Be sure to follow up all written contracts with phone calls.

Note: It is much easier to renew gifts from corporations than from other sources. Once you are on their lists, you usually need only take care to resolicit them annually with a letter. If, however, yours is a new organization and a corporation has given you a sizable amount of money, the chances of the corporation's making such a gift for more than two or three years are minimal.

SUMMARY

We have purposely avoided using the term "grantmanship" here because it implies a special, remote expertise in the art of extracting funds and refers especially to the craft of proposal writing. Instead, we have laid out a common sense approach to getting funds, and spelled out differences among the various sources of funds—the government, foundations and corporations—so you can match your approach to the demands of these sources. A realistic recognition of their differing interests, requirements and past records must precede contact if your courtship is to bear fruit.

Three Steps Should Precede Any Proposal:

First, know your funding sources. The government is now the most varied and largest donor, it is also the most structured. The quantity of information available matches the quantity of money given. The problem is finding your way through the mass of information and requirements. Try talking with national or regional program officials before writing proposals; getting to know local and state agency officials, and, attending hearings and forming coalitions.

Foundations vary but the best bets for grassroots groups are local foundations, community trusts and alternative foundations. The best way

to match your group with a foundation is to find out how its past record and current emphasis fit your needs and to sound out likely prospects before you send in a proposal. Developing a personal relationship with a staff member can encourage a foundation to support your group.

Corporations, the least known source, appear most fickle. Personal contact, informed by research on profits, past programs and personnel, is crucial here. Finding the links where the interests of your group and the corporation meet means finding those local companies and executives with a special interest in your area. A personal approach will dispel some of the mist surrounding corporate giving; it will make your group stand out clearly.

Second, do not work in isolation: make alliances. Two things are critical at all stages: making personal contact with program officers at possible sources of funds, and, checking with other groups in your community. Alliances which build familiarity and confidence with government, foundation and corporate sources as well as with other seekers of funds improve your chances of getting grants.

Other groups can help you a lot when dealing with a funding source. Those you will serve can help draw up a realistic plan and show the source that they support it, thereby strengthening your position. Some groups working in the same area may offer you the benefit of their experience. (Others may guard their information and contacts carefully, however.) Groups working in your field can tell you how they have raised funds and show you successful and unsuccessful proposals they have written. They may also join your group in a coalition or subcontract, or provide technical support. Citizen-initiated groups should also consider combined fund raising along the lines of the Black United Fund.

Some larger groups even serve as umbrella organizations linking smaller, less experienced groups with funding sources. Two national organizations in Washington, DC—The Center for Community Change and The Youth Project—provide this kind of help. Some local groups like

the Center for Community Education and Citizen Participation in Santa Barbara, California and the Urban Dynamic/Inner City Fund in Chicago also provide an umbrella which ensures the sound finances and management funding sources want and shelters local citizen organizations as they develop sources of outside funds.

Recognizing all the interests your idea can serve and knowing who will do what for whom will give you a much better chance of getting the funds you need.

Finally, plan before you propose. Identifying and knowing about funding sources, establishing contacts, tailoring your approach to specific sources and building outside support all require "homework" prior to submitting the proposal. As the preceding pages indicate, you should emphasize the steps that come before actual proposal writing—planning, research and personal contact—if you want to get project grants. A checklist can help you see where you are now and what you still have to do before writing a proposal.

Once you have answered these questions and completed the planning, research and matching steps described throughout this chapter, you are ready to write a proposal.

1. Do you have a clear idea of a problem that needs to be addressed?
2. Can your group do the work?
3. How will the proposal relate to your needs?
4. Have you defined the group your plan will serve?
5. Who will do the work?
6. How will you measure your progress?
7. Can you demonstrate and communicate what your organization has already accomplished?

- 8 Have you touched base with other groups in your community with similar concerns to see who is doing what?
- 9 Have you looked into collaborative planning with other organizations in your field?
- 10 What other organizations in your area might be willing to help with information on funding sources and with writing the proposal?

- 11 Have you asked to look at proposals submitted by other organizations with similar interests?
- 12 Have you asked yourself why these proposals were successfully or unsuccessfully funded?

Now you are ready to proceed with your proposal. When writing, remember to fit your plans and format to the concerns and guidelines of your source. (See Chart III.)

CHART III.

A PROPOSAL AND AFTER

GENERAL STEPS

RELATED TASKS

THE PROPOSAL

TAILOR YOUR PLANS

- Make sure your plan meets the concerns of your funding source
- Make sure your plan meets your organization's needs
- Prepare for further interviews with funding source or for on-site visit

- Plan, write and edit a proposal for this specific source
- Follow your source's requirements when writing the proposal
- Incorporate readers' comments
- Sign, duplicate and submit enough copies on time

AFTER YOU HAVE WRITTEN A PROPOSAL

FOLLOW-UP

- On fund raising
- On plan of action
 - 1 Publicize your activities
 - 2 Document your activities

- Manage further interview or on-site visit
Whether funded or not, plan:
- To move quickly to put plan into action
- What to do differently next time
- How to raise future funds and develop continuing support
- Check to see that you are doing what you set out to do
- Look at ways to do it even better
- Keep in touch with the funding source to let them know what you are doing

If you do get a project grant, put your plans into action as quickly as possible and make sure your group is doing what it set out to do.

If you do not get a grant this time, find out why and work with your group to change your approach next time.

RESOURCES

Some Organizations That Can Help:

National Committee for Responsive
Philanthropy*
1028 Connecticut Avenue, NW
Washington, DC 20036

The National Black United Fund
335 W. Florence
Los Angeles, CA 90003

The Center for Community Change*
1000 Wisconsin Avenue, NW
Washington, DC 20007

Citizen Involvement Training Project
138 Hasbrouck
University of Massachusetts
Amherst, MA 01003

Center for Community Education and Citizen
Participation
511 North Salsipuedes Street
Santa Barbara, CA 93103

The Youth Project*

Eastern Office
1000 Wisconsin Avenue, NW
Washington, DC 20007

Western Office
149 9th Street
San Francisco, CA 94103

Southern Office
40 Marietta Street, NW
Suite 824
Atlanta, GA 30303

The Philadelphia Clearinghouse for
Community Funding Resources
1520 Race Street, Room 1-C
Philadelphia, PA 19102

Metropolitan Area Planning Council
Grants Library
44 School Street
Boston, MA 02108

The Foundation Center*

Libraries:

88 Seventh Avenue
New York, NY 10019

1001 Connecticut Avenue, NW
Washington, DC 20036

Field Offices:

312 Sutter Street
San Francisco, CA 94108

Kent H. Smith Library
739 National City Bank Building
629 Euclid Avenue
Cleveland, OH 44114

National Cooperating Collection
Donors Forum of Chicago
208 South LaSalle Street
Chicago, IL 60604

The Grantsmanship Center
1031 South Grand Avenue
Los Angeles, CA 90015

(Publishes *The Grantsmanship Center News*—
\$15.00 for six issues per year—and Reprint Ser-
ies.)

**The Ten Federal Regional Councils and
Their Hotline or Information Numbers**

- | | | |
|------|---|---|
| I | Boston (Connecticut, Maine, Massachusetts,
New Hampshire, Rhode Island, Vermont) | John F. Kennedy Federal Building
Government Center
Boston, MA 02203
617-223-6646 |
| II | New York City (New York, New Jersey, Puerto
Rico, Virgin Islands) | Federal Building
26 Federal Plaza
New York, NY 10007
212-264-1011 |
| III | Philadelphia (Delaware, Maryland, Pennsyl-
vania, Virginia, West Virginia, District of
Columbia) | 3535 Market Street
Philadelphia, PA 19101
215-597-9099 |
| IV | Atlanta (Alabama, Florida, Georgia, Kentucky,
Mississippi, North Carolina, South Carolina,
Tennessee) | 101 Marietta Tower
Atlanta, GA 30323
404-221-4162 |
| V | Chicago (Illinois, Indiana, Michigan, Minnesota,
Ohio, Wisconsin) | 300 South Wacker Drive
Chicago, IL 60606
312-353-8184 |
| VI | Dallas (Arkansas, Louisiana, New Mexico,
Oklahoma, Texas) | 1200 Main Tower
Dallas, TX 75202
214-749-1431 |
| VII | Kansas City (Iowa, Kansas, Missouri, Nebraska) | 601 East 12th Street
Kansas City, MO 64106
816-374-2031 |
| VIII | Denver (Colorado, Montana, North Dakota,
South Dakota, Utah, Wyoming) | 19th and Stout Streets
Denver, CO 80294
303-837-3811 (Community Planning and
Development) |
| IX | San Francisco (Arizona, California, Hawaii,
Nevada, Guam, Trust Territory of Pacific
Islands, American Samoa) | Federal Office Building
50 United Nations Plaza
San Francisco, CA 94102
415-556-2650 (Health, Education and Welfare)
415-556-8504 (Housing and Urban Development) |
| X | Seattle (Alaska, Idaho, Oregon, Washington) | Arcade Plaza Building
1321 2nd Avenue
Seattle, WA 98101
206-442-1593 |

Some Useful Publications

Because funds from the three sources discussed in this guide are limited and competition for them is intense, you will need more than grants to survive. Two books are especially helpful on other ways to raise funds:

The Grass Roots Fund Raising Book: How to Raise Money in Your Community, Joan Flanagan (for the Youth Project). Swallow Press, P.O. Box 988, Hicksville, NY 11802. 1977. (\$5.25)

Fund Raising by Parent/Citizen Groups. National Committee for Citizens in Education, Suite 410, Wilde Lake Village Green, Columbia, MD 21044. 1977. (\$1.75)

General Publications on Fund Raising:

Approaching Business for Support of the Arts. Business Committee for the Arts, 1700 Broadway, New York, NY 10019. Useful if considering business support for any kind of community activity. Free.

The Bread Game. Glide Publications, 330 Ellis Street, San Francisco, CA 94102. The realities of foundation fund raising. Prepared by sympathetic experts—foundation staff members, tax lawyers, accountants. (\$3.45)

Grant Information Kit. Women's Bureau, Employment Standards Administration, Department of Labor, Washington, DC 20210. Free.

Where The Money Is. National Center for Community Action, 1328 New York Avenue, Washington, DC 20005, 1975. (\$5.00)

Where to Get Publications Mentioned in This Guide:

Available at many public and university libraries.

The Catalog of Federal Domestic Assistance

Dun and Bradstreet, *Directory of Corporate Management*

Dun and Bradstreet, *Middle Market Directory*

Dun and Bradstreet, *Million Dollar Directory*
Education Daily

The Federal Register

Forbes, "Market 500"

Fortune, "Double 500"

Standard and Poor, *Register of Corporations*

Standard and Poor, *Register of Directors and Executives*

Who's Who

Available at Foundation Center libraries:

The Catalog of Federal Domestic Assistance

The Foundation Directory

Grants Index

Source Book

For *The U.S. Government Manual*, check your regional Federal Bookstore or send \$6.50 to:

Superintendent of Documents

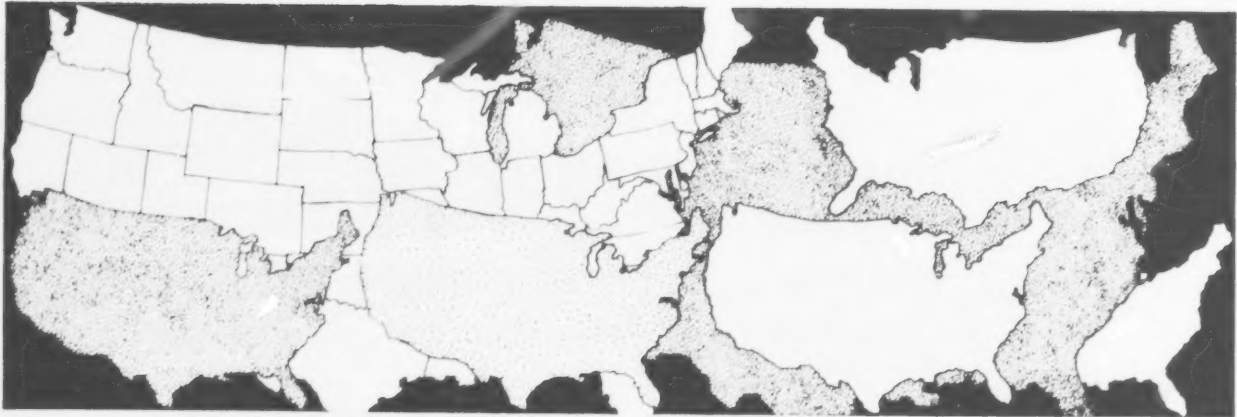
Government Printing Office

Washington, DC 20402

League of Women Voters: State Leagues



Federal Program Directory



There are hundreds of government programs that provide funds to nonprofit organizations. The following education-related programs are just a few of the many Federal Acts that might be of interest to grassroots groups.

Types of Federal grants for education:

CATEGORICAL FUNDING—Grants to programs serving a specific population or purpose determined in the Federal legislation. Examples are special education or career education.

FORMULA FUNDING—Programs where funding is based on the number of persons in a specific category, such as people over 65 or children with handicaps. In these programs a state or district receives the amount of money that the formula indicates.

DISCRETIONARY FUNDING—Programs where the decisions about which local or state agency or organization will be funded are made by the Federal agency itself. Consumer Education and Environmental Education are examples.

BLOCK GRANT FUNDING—Programs where money for several related purposes is put together and given in a lump sum to a district or state. The district or state has some discretion in allocating the funds within its own area and according to its own priorities. Community Development Block Grants from the Department of Housing and Urban Development are the best-known example.

GLOSSARY

Ad Hoc—Usually refers to a committee or policy established for one special purpose or instance. Literal meaning: for this only.

Apportionment—The process of dividing funds to be distributed to states and/or local districts. The amount given to each unit is often determined by the number of children in the state or in a specific category.

Capacity-Building Program—A program designed to create the ability of state or local agencies to deliver social services.

Citizen Advisory Committee—One of the ways citizens are called together to represent the ideas and attitudes of various groups or communities. Citizen advisory committees vary in their power to influence decisions.

Designees—Persons chosen or appointed.

Dissemination—The process of sharing information, materials or ideas with a wide audience.

Grantee—A group or person receiving a grant or award of money.

Inservice—A training program taking place or acquired on the job.

Internship—A job placement designed to provide practical experience under supervision.

LEA—Stands for: Local Education Agency. The

Board of Education or other authority administering public education in a city, town or region.

Maximum Feasible Participation—The greatest amount of citizen participation possible.

Outreach—An effort to contact, inform and involve more people in a program or service.

Prime Sponsor—A state, local or county government, or other public or private agency, or any combination of these which receives, distributes and administers funds for Federal programs such as CETA (Comprehensive Employment and Training Act).

Paraprofessional—A person who works with and assists a professional. In education, refers to teacher, library and other school aides.

Postsecondary Education—Schooling beyond high school, such as technical training or college.

SEA—Stands for State Education Agency. The office responsible for supervising public elementary and secondary education in a state, usually the State Department of Education.

Task Force—A committee appointed to complete a specific job—often to investigate, report on or plan.

Target Area—A particular geographic area or community to be served by a program or agency.

Underemployed—Working in a job that is below one's abilities and capacity.

ACTION:

THE AGENCY FOR VOLUNTEER SERVICE

Eight programs of volunteer service are administered by this agency.

Foster Grandparents Program (FGP)

Purpose

Provides part-time volunteer service opportunities for low-income persons age 60 and over by giving supportive person-to-person services in health, education, welfare and related settings to children having special or exceptional needs. This is done through the development of community oriented, cost-shared projects.

Who May Apply

Public or private nonprofit agencies or organizations.

Citizen Participation Requirements

The sponsoring agency or organization is required to establish a Foster Grandparent Advisory Council to advise and assist the sponsor on matters concerning planning, community participation, financial support, project policies and operational issues. One-fourth of the members are required to be low-income older persons or their representatives and may include the Foster Grandparents themselves.

New grant applications are required to identify members of the community planning committee. Applications for funding of ongoing projects must identify the participating members of the Advisory Council. The application must also establish that the members are both broadly representative of the community and aware of their responsibilities.

ACTION monitors ongoing projects to assure that the Advisory Council is active and functioning in accordance with regulations.

Retired Senior Volunteer Program (RSVP)

Purpose

To develop a wide variety of community volunteer service opportunities for persons 60 years of age and over by means of contact with hospitals, schools, courts, day care centers, libraries, etc. For the volunteers, this program makes possible a recognized role in the community and a meaningful life in retirement. Local programs also arrange for transportation for the RSVP volunteers as needed.

Who May Apply

Applications for grants are developed by ad hoc community advisory groups.

Citizen Participation Requirements

Upon receipt of the initial grant award, an RSVP Advisory Council must be formed by the sponsor, with the advice of the advisory group that developed the application. The Advisory Council provides the sponsor with advice and

assistance on selection and dismissal of the project director; project development; community and financial support; formulation of policies; resolution of basic issues; enrollment and withdrawal of senior volunteers, etc.

Membership on the Advisory Council shall be broadly representative of the community and shall include senior volunteers. Community representatives may be from voluntary organizations, industry, labor, government, volunteer stations, minority groups and persons capable of making significant contributions to the project. One-fourth of the members of the Advisory Council must be age 60 or over.

Volunteers in Service to America (VISTA)

Purpose

To provide full-time volunteers at the request of community groups to assist in the mobilization of community resources and to supplement the efforts of such groups to eliminate poverty and poverty-related human, social and environmental problems. This program enables persons from all walks of life and all age groups to perform meaningful and constructive service as volunteers in situations where the application of human talent and dedication may help the poor to overcome the handicaps of poverty and to secure opportunities for self advancement.

Who May Apply

Community groups may request VISTA volunteers.

Citizen Participation Requirements

Section 106 of the legislation requires meaningful participation of project beneficiaries in the planning, development and implementation of project activities. ACTION regulations require that, before a sponsor submits an application to ACTION for volunteers, the sponsor shall establish an advisory group composed of a substantial number of people who are benefiting from the project.

The advisory group is required to assist the sponsor in the initial planning of a new project proposal, in the development of applications for refunding of ongoing projects, and in review-

ing and providing written comments on the applications prior to submission to ACTION. The advisory group is required to meet with the staff of sponsoring organizations at periodic intervals (no less than twice per project year) to review and comment on the project's development and implementation.

University Year for ACTION (UYA)

Purpose

To expand the use of full-time university undergraduate and graduate student volunteers, faculty assistance, and other university resources, in problem solving projects in poverty communities.

Who May Apply

Institutions of higher learning or associations of such institutions.

Citizen Participation Requirements

Subject to the same requirements as VISTA volunteers.

National Student Volunteer Program (NSVP)

Purpose

To endorse, support and promote the concept of service-learning programs which enrich students' learning experiences while they participate in responsible and productive community service efforts. Such efforts are designed to eliminate poverty and poverty-related human, social and environmental problems.

Who May Apply

Secondary and postsecondary institutions.

Citizen Participation Requirements

Each service-learning program is sponsored and supported locally. Program goals, objectives, activities and procedures are developed and carried out with respect to local community needs and the interests and abilities of the student volunteers themselves.

Senior Companion Program (SCP)

Purpose

To make available part-time service oppor-

tunities for low-income persons age 60 and over, and to provide supportive person-to-person services to adults with special or exceptional needs. This is done through the development of community oriented, cost-shared projects.

Who May Apply

Public or private nonprofit agencies or organizations.

Citizen Participation Requirements

The sponsoring agency or organization is required to establish a Senior Companion Program Advisory Council which shall advise and assist the sponsor in planning, supporting related project operations, and conducting an annual appraisal of the local program. One-fourth of the members are required to be low-income older persons, or their representatives, and may include senior companions. Participation is also subject to the requirements under the Foster Grandparents Program.

Youth Challenge Program (YCP)

Purpose

To create and expand opportunities for young people, age 14 to 21 to help solve poverty and related human, social and environmental problems while pursuing personal, career and educational growth.

Who May Apply

High schools, community or junior colleges, colleges, or other public or private nonprofit organizations.

Citizen Participation Requirements

See the requirements of the VISTA program.

ALCOHOL AND DRUG ABUSE EDUCATION PROGRAM

Purpose

To organize and train alcohol and drug education leadership teams at state and local levels, to develop programs and leadership to combat causes of alcohol and drug abuse. The program's focus is to develop strategies aimed at

the causes rather than merely the symptoms of alcoholism. It strongly encourages a coordinated school-community effort. School districts and community agencies may receive grants for training to plan, develop and implement alcohol and drug abuse prevention programs.

Activities encouraged are: creative primary prevention and early intervention programs in schools; development, demonstration, evaluation and dissemination of new and improved education curricula on alcohol and drug abuse problems; preservice and inservice training programs for teachers, counselors, law enforcement officials and other public service and community leaders; community education programs for parents and others on alcohol and drug abuse problems.

Under this legislation, school-based and community teams have been trained through a network of five regional training centers, while a new demonstration program to develop models for training future teachers was begun in six participating colleges and universities.

Who May Apply

Higher education institutions, state and local education agencies, public and private education or community organizations.

Where to Get More Information

Contact the Office of Education, Alcohol and Drug Education Program.

Citizen Participation Requirements

Citizens participate in formulation of plans, and lay school board members may serve on training teams.

BASIC SKILLS AND EDUCATIONAL PROFICIENCY

Purpose

To assist Federal, state and local educational agencies to coordinate available resources so that all children, grades 1-12, are able to master the basic skills of reading, math and effective oral and written communication.

Activities are to be developed which promote

parent participation in the education of their children at home in the basic skills, along with materials and voluntary training to help parents explore effective ways to work with schools in teaching children.

Another feature is the "Out of School Basic Skills Improvement Program" focusing on youths and adults in non-school settings. In addition, the use of television and other technology is called for in instructional programs, as well as in the Inexpensive Book Distribution Program (through the Reading Is Fundamental Program), and a special mathematics program. Achievement testing may also be used to improve basic skills.

Who May Apply

SEAs, LEAs and other public and private nonprofit agencies, including institutions of higher education. One or more private nonprofit agencies may cooperate with a local school system for the mathematics program.

Where to Get More Information

Contact the Office of Education.

Citizen Participation Requirements

None.

CAREER EDUCATION

Purpose

To demonstrate effective career education models and techniques in order to develop models. Programs funded under this law must provide specific measures for interaction between the world of education and the world of work, including (but not limited to) the involvement of parents and representatives of business, labor, industry, government and professionals.

The legislation states that each high school graduate shall be prepared for gainful or maximum employment and full participation in society. School systems are charged with the responsibility of seeing that this is the case, according to each pupil's ability. They should offer career education programs which provide a wide variety of choices, designed with maximum employment and participation in mind.

Who May Apply

State and local education agencies; higher education institutions; other nonprofit organizations.

Where to Apply

Contact the Office of Education, Office of Career Education.

Citizen Participation Requirements

None.

COMMUNITY DEVELOPMENT BLOCK GRANTS

Purpose

To develop livable urban communities, including decent housing and a suitable living environment and to expand economic opportunities, principally for persons of low and moderate income. Block grants are provided to local government for these purposes. This program replaces Urban Renewal, Model Cities, Neighborhood Facilities, Open Space Land, Historical Preservation, Urban Beautification, etc.

Who May Apply

Private nonprofit entities, neighborhood-based nonprofit organizations, local development corporations and small business investment companies.

Where to Get More Information

Contact the local or regional office of the Department of Housing and Urban Development (HUD).

Citizen Participation Requirements

Citizens must be provided with adequate information concerning the amount of funds available for proposed community development and housing activities, the range of activities which may be undertaken, and other important program requirements. A minimum of two public hearings are required to obtain citizens' views on community development and housing needs. Citizens must also be given adequate opportunity to voice needs, express preferences about proposed activities, assist in the selection of priorities and participate in the program development.

COMMUNITY ECONOMIC DEVELOPMENT

Purpose

Programs are directed at solving critical economic and social problems in poor urban and rural communities. The program aims to arrest dependency, chronic unemployment and community deterioration.

Who May Apply

Private community economic development corporations and affiliated groups, special rural programs and supportive programs and activities, such as training and technical assistance, evaluation and research and planning grants.

Where to Get More Information

Contact the Community Services Administration in Washington, DC.

Citizen Participation Requirements

Grantees funded under this legislation must be private, nonprofit or for-profit organizations controlled by and responsible to low-income residents. Grantees shall mobilize other community resources and carry out self-help efforts, in partnership with business and financial communities. Governing boards must be composed of at least 51 percent low-income residents or their representatives, chosen through a direct or indirect election process. Additional representation on governing boards must come from local businesses and financial institutions.

COMMUNITY FOOD AND NUTRITION

Purpose

To help improve food and nutrition programs by creating opportunities for community action and institutional change. This program concentrates on short-term solutions to the problems of hunger and malnutrition by supplementing, extending and broadening the assistance provided by other Federal programs.

Who May Apply

Community action agencies or local public or private nonprofit organizations or agencies, Indian tribal councils, migrant and seasonal farmworkers' organizations.

Where to Apply

Contact your regional Community Services Administration Office.

Citizen Participation Requirements

A program advisory committee is required, composed of at least 50 percent democratically selected representatives of the poor being served by an individual program area.



Workbook/cpf

COMPREHENSIVE EMPLOYMENT AND TRAINING ACT (CETA)

Purpose

To provide job training and employment opportunities for economically disadvantaged, unemployed and underemployed persons to assure that training and other services lead to maximum employment opportunity and increase self-sufficiency. The aim is to establish a flexible and decentralized system of Federal, state and local assistance.

Who May Apply

Formula grants are provided to prime sponsors: units of state and local governments having populations of 100,000 or more and groups of general purpose local governments, at least one of which has a population of 100,000 or more. CETA does provide some support for community-based organizations in manpower planning and service delivery, a type of activity that may be funded if the prime sponsors make arrangements with these organizations for ensuring services to the poor. National contracts

have been awarded to community-based organizations from discretionary funds to enable them to provide technical assistance and support to their local branches.

Where to Get More Information

Contact the appropriate Regional Employment and Training Office, Department of Labor or CETA Headquarters in Washington, DC.

Citizen Participation Requirements

Each prime sponsor is required to establish a manpower advisory planning council consisting of members who are representative of the client community and of community-based organizations, the employment service, education and training agencies, institutions, business, labor, agriculture (if appropriate) and veterans (as temporary members).

CONSUMER EDUCATION

Purpose

To prepare consumers to participate intelligently in the marketplace and in the economy, by educating them to recognize marketplace alternatives and make rational choices in light of their personal values, citizenship responsibilities, and social, economic and ecological considerations.

The concept of consumer education has been broadened from the past focus on homemaking, business education, industrial arts, money management, credit, etc. to cover areas that affect all types of consumers and consumer functions. High on the list of new concerns is the consumption of human services such as health, welfare and education itself, of civic services such as transportation of needs such as housing, public utilities, energy and other natural resources. Also included are consumer rights, forms of redress, consumer responsibilities and consumer influence on decision making agencies.

Programs funded under this legislation must be problem and issue oriented and may involve interdisciplinary educational approaches. They may include (but need not be limited to) educa-

tion in one or more of these areas: basic economics of the marketplace; major purchases such as food, auto, insurance, medicine, housing, special problems such as advertising and product safety; Federal assistance and services such as Medicare, social security and Medicaid, consumer representation; and governmental regulatory processes in relationship to individuals and businesses.

Who May Apply

Local school systems; state Departments of Education; institutions of higher education, including community colleges and public and private nonprofit agencies; organizations and institutions.

Where to Get More Information

Contact the Office of Education, Office of Consumer Education.

Citizen Participation Requirements

Prospective applicants (local school systems, community groups) are required to hold open meetings to check on the need for a proposed project. The institutions, group and individuals which represent the community must be continuously and actively involved, through direct input into project activities and on an advisory basis. The community would include but not be limited to schools, community groups and other educational and cultural resources.

EDUCATION FOR ALL HANDICAPPED CHILDREN ACT

Purpose

One or more of three basic purposes govern the several programs authorized under the Education of the Handicapped Act: provision of direct services; development and demonstration of new technologies, teaching methods and materials, and development of special education manpower.

The role of the Federal government has been to provide seed money to states and other grantees in order to help increase both the quantity and quality of services provided to handicapped children.

Recent legislation has resulted in a significant redefinition of the Federal role in education of the handicapped. All handicapped children are to be assured access to free, appropriate public education by their state. The unserved have first priority and the most severely handicapped have second priority. Handicapped children are to be served in the least restrictive environment possible. Finally, each child shall have the benefit of annual, individualized evaluation and prescription.

EARLY EDUCATION FOR HANDICAPPED CHILDREN

Purpose

As one of the programs authorized under the Education for All Handicapped Children Act, the purpose is to aid state and local education agencies in developing model preschool and early education programs for handicapped children. Grants are awarded to projects which support experimental preschool and early childhood programs for handicapped children.

Who May Apply

Public agencies and private nonprofit organizations.

Where to Get More Information

Contact the Office of Education, Bureau of Education for the Handicapped.

Citizen Participation Requirements

Regulations require that each recipient shall establish an advisory council. At least one-fourth of the membership of such council shall consist of parents living in the geographic area to be served by the activity being carried out.

ETHNIC HERITAGE STUDIES

Purpose

To give students opportunities to learn about their own cultural heritage and to study other ethnic groups in the nation for the long-range development of intercultural understanding among people living in a pluralistic society.

Emphasis is to be placed on multiethnic endeavors (drawing on the cultural diversity of the community in the following areas: development and dissemination of curricular material; training of teachers; and cooperation with ethnic groups served by the project).

Each program shall develop materials for use at elementary, secondary or higher education levels in relation to the history, geography, society, economy, literature, art, music, drama, language and general culture of the group(s) under study and their contributions to the American heritage.

Collaboration is encouraged among the research facilities and personnel of higher education institutions; the special knowledge of ethnic groups in local communities and of foreign students studying here; the expertise of teachers at all levels; the talents and experience of other groups—such as foundations, civic groups and fraternal organizations which would further the program's goals.

Who May Apply

Public or private nonprofit educational agencies, institutions or organizations.

Where to Get More Information

Contact the Office of Education, Ethnic Heritage Studies Program.

Citizen Participation Requirements

All projects must be designed and implemented in conjunction with a local advisory council. At least half of its membership should be recruited from persons belonging to the ethnic group(s) under study. This program requires a state commission representative of the general public and private nonprofit and postsecondary education institutions.

EMERGENCY SCHOOL AID ACT (ESAA)

Purpose

To provide assistance to local educational agencies undergoing school desegregation in the following ways:

1. To meet the special needs involved with the elimination of minority group segregation

and discrimination among students and faculty in elementary and secondary schools.

2. To encourage the voluntary elimination, reduction or prevention of minority group isolation in elementary and secondary schools with substantial proportions of minority group students.

3. To aid school children in overcoming the educational disadvantages of minority group isolation.

Eighty-seven percent of the annual appropriation has been reserved for state apportionment programs as follows: basic grants, 64 percent; pilot projects, 15 percent; nonprofit organization grants, 8 percent. The remainder of the national annual ESAA appropriation is reserved as follows for the discretionary programs: bilingual projects, 4 percent; educational television, 3-4 percent; special projects (including metropolitan area projects), 4-5 percent; and, evaluation, 1 percent. Nonprofit organization grants provide funds to public or private nonprofit agencies, institutions or organizations to carry out programs which support local education agency development or implementation of a desegregation plan.

DESEGREGATION ASSISTANCE: GRANTS TO NONPROFIT ORGANIZATIONS

Purpose

As one of the programs authorized under the Emergency School Aid Act, the purpose is to promote aid for community-based special programs and projects in support of school desegregation plans.

Assistance is available to nonprofit organizations to conduct special programs which support the efforts of local school systems to: develop or carry out a plan to meet special problems connected with desegregation, encourage voluntary integration, or aid school children in overcoming the educational disadvantages of minority group isolation.

The activities of community groups may serve as a coordinating link between individual parents and school authorities and may lead to genuine involvement of the public. Community

groups will be funded where it can be demonstrated that such groups will be a positive force within the community and will support the activities of an eligible school system.

Who May Apply

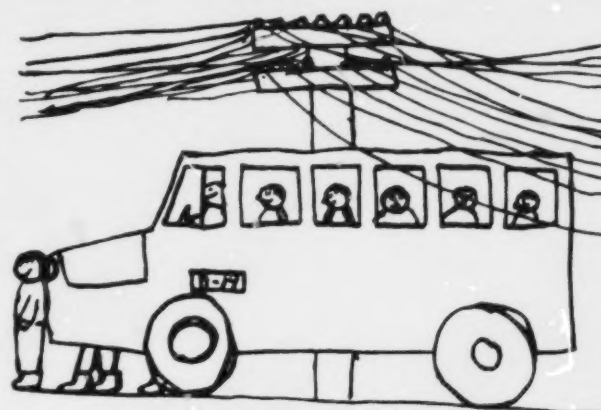
Nonprofit organizations, agencies and institutions.

Where to Get More Information

Contact the Office of Education, Division of Equal Educational Opportunity Programs.

Citizen Participation Requirements

Although there is no formal requirement, most projects have informal advisory committees made up of students, parents, and representatives of the education community.



ENVIRONMENTAL EDUCATION

Purpose

To educate citizens on problems of environmental quality and ecological balance.

Who May Apply

Institutions of higher education, state and local education agencies, public and private nonprofit organizations, agencies and institutions, including libraries and museums.

Where to Get More Information

Contact the Office of Education, Office of Environmental Education, Bureau of Elementary and Secondary Education.

Citizen Participation Requirements.

None.

FOLLOW THROUGH

Purpose

To extend into the primary grades educational gains made by children from low-income families in Headstart or similar preschool programs who are now enrolled in kindergarten and primary grades. The projects must provide all of the following: comprehensive services and special activities in the areas of physical and mental health, social services, nutrition, etc. which supplement basic services in the school system; an innovative education approach; programs conducted through effective community service and parent involvement; and documentation on effective models or approaches.

In order to focus on the overall development of children and their education, twenty different models are being tested, each designed and monitored by a sponsoring group such as a university or educational research laboratory by means of a grant, then carried out by the local school department. Various educational approaches underway include the improvement of achievement in basic skills, self-esteem, motivation to learn, general problem solving ability, etc. The scope of Follow Through also includes grants to states to provide technical assistance to LEAs and supplementary training for paraprofessionals. Under this aspect some participating adults have earned high school equivalency diplomas, college degrees, and teaching certificates.

Who May Apply

Public or private nonprofit agencies, institutions, and organizations.

Where to Get More Information

Contact the Office of Education, Division of Education for the Disadvantaged.

Citizen Participation Requirements

A policy advisory committee is required, composed of representatives of the educational system plus residents of the target area, with more than one-half being low-income people. Follow Through parents must be elected or reelected by such parents at least annually. Preference

should be given to low-income parents in hiring for nonprofessional and paraprofessional positions.

GIFTED AND TALENTED

Purpose

To develop programs for gifted and talented children; to train teachers and leadership personnel for these children. This purpose may be carried out as follows:

1. by development and dissemination of information;
2. by grants to LEAs and SEAs to plan, develop, operate and improve programs and projects designed to meet the special educational needs of the gifted and talented, at all levels from preschool through high school;
3. by grants to SEA's to train teachers, future teachers, or their supervisors;
4. by grants to higher education institutions or other nonprofit agencies for training leadership personnel, including internships; or
5. by contracts with public and private agencies to establish and operate model projects which will identify and educate children who are gifted and talented.

Who May Apply

State and local education agencies; higher education institutions; nonprofit institutions or agencies.

Where to Get More Information

Contact the Office of Education, Bureau of Education for the Handicapped.

Citizen Participation Requirements

None.

HEADSTART (CHILD DEVELOPMENT)

Purpose

To provide educational, health, nutritional and social services to poor preschool children and their families, and to involve parents in activities with their children which will provide comprehensive development services for the child, insuring the best development opportunities possible during the child's enrollment in the

program, usually for a period of one academic year.

Who May Apply

Any public or private nonprofit agency which meets the eligibility requirements, including proof of nonprofit status.

Where to Get More Information

Contact the Office of Education, Office of Human Development Services, Administration for Children, Youth and Families — Headstart.

Citizen Participation Requirements

Policy councils, made up of at least a majority of low-income parents who have children in Headstart, are to provide policy direction for the program. Parents of enrolled children must be given an opportunity to influence the program by participating in planning, development and implementation of Headstart activities during the program's operation. Recipients of financial assistance for Headstart programs shall provide maximum employment opportunities for residents of the area to be served, and to parents of children who are participating in these projects.

JUVENILE DELINQUENCY PREVENTION: LAW ENFORCEMENT ASSISTANCE

Purpose

To develop more effective education, training, research, prevention, diversion, treatment and rehabilitation programs in the area of juvenile delinquency and programs to improve the juvenile justice system. State plans are required to be developed and administered by the state planning agency (created by the Governor) to perform the duties required by the amended Omnibus Crime Control and Safe Streets Act of 1968.

Who May Apply

Formula grants are provided to state and local governments to assist in planning, establishing, operating, coordinating and evaluating projects directly or through contracts with public and private organizations and agencies involved in juvenile delinquency prevention, treatment, and rehabilitation.

Where to Get More Information

Contact the Department of Justice, Office of Juvenile Justice and Delinquency Prevention.

Citizen Participation Requirements

An advisory group must be appointed by the Governor to advise the state planning agency and its supervisory board in approval of the state plan. Membership shall consist of not more than thirty-three persons who have training, experience or special knowledge concerning the prevention and treatment of juvenile delinquency or the administration of juvenile justice.

The membership shall include representatives of local government; juvenile justice agencies; private organizations concerned with the quality of juvenile justice; education or social services for children; citizen volunteers who work with delinquents or potential delinquents, community-based delinquency prevention or treatment programs; and organizations which represent employees affected by this Act.



PROMOTION OF THE ARTS IN EDUCATION

Purpose

To place professional artists in elementary and secondary schools and to bring professional artists and people of all ages together in arts activities beyond the traditional school environment.

Who May Apply

Nonprofit agencies under Section 170(c); states, local governments and state art agencies.

Where to Get More Information

Contact the National Endowment for the Arts Education Program in Washington, DC.

Citizen Participation Requirements

None.



WOMEN'S EDUCATIONAL EQUITY PROGRAM

Purpose

To support the development and implementation of capacity-building programs contributing to educational equity for women and having a possible national impact.

This program is aimed at children and adults; men and women; various ethnic, regional and socio-economic groups; educational personnel as well as students, parents and concerned citizens. There are two programs. First is the elimination of discrimination on the basis of sex in educational institutions, programs and curricula which prevent full and fair participation by women in educational programs and in American society generally. Second is the achieve-

ment of responsiveness of educational institutions, programs, curricula, policy makers, administrators, instructors, and other personnel to the needs, interests and concerns of women arising from inequitable educational policies and practices.

Who May Apply

Public agencies, private nonprofit organizations and individuals.

Where to Get More Information

Contact the Office of Education, Women's Program Staff, or the Office of the United States Commissioner of Education.

Citizen Participation Requirements

An Advisory Council on Women's Education Programs has been created as part of the Women's Education Equity Program. The President has appointed 17 individuals broadly representative of the general public who are knowledgeable of women's role and status in American society. This Council advises the Commissioner of Education with respect to general policy matters relating to program administration and makes recommendations on the expenditure of appropriated funds.

YOUTH EMPLOYMENT AND TRAINING PROGRAMS (YETP)

Authorized by CETA of 1973, as amended, Titles VIII and III, Part C.

Youth Adult Conservation Corps (YACC)

Purpose

To employ youths age 16 through 23 in conservation projects. Programs are administered through interagency agreement with the Secretaries of Agriculture and the Interior.

Youth Incentive Entitlement Pilot Project (YIEPP)

Purpose

To demonstrate the effectiveness of guaranteeing employment and/or training to economically disadvantaged youths age 16 to 19. Funds are provided to selected prime sponsors.

Youth Community Conservation and Improvement Projects (YCCIP)

Purpose

To provide youths age 16 through 19 with employment, work experience, skill training and opportunities for community services. Projects are developed by state and local governments and agencies and other organizations.

Youth Employment and Training Programs (YETP)

Purpose

To provide formula-based funds for state-wide programs and for those developed by prime sponsors. The Secretary of Labor is also given authority to carry out innovative and experimental programs, including programs for in-school youth, for Native American youth, for families of migrant and seasonal farmworkers. Special funds are set aside or earmarked for these programs.

Summer Programs for Economically Disadvantaged Youth (SPEDY)

Purpose

To provide employment, training, counseling and job preparation for economically disadvantaged youth during the summer months. Program activities are classroom training, on-the-job training, work experience and services to the participants.

Who May Apply

Prime sponsors

Where to Get More Information

Contact the appropriate Regional Employment and Training Office, Department of Labor or CETA Headquarters in Washington, DC.

Citizen Participation Requirements

These programs are subject to requirements for Prime Sponsors Planning Councils and State Manpower Services Councils established under Title I. Note requirements under CETA, Title I, Section 104, Prime Sponsor's Planning Councils.

YOUTH GRANTS IN THE HUMANITIES

Purpose

To give young people, in and out of school, an opportunity to initiate and conduct projects to explore their own interests in the humanities, enlarge their education and social experience, develop initiatives useful for a lifetime, comprehend the many ways in which the humanities can broaden an understanding and assist in enjoyment of the world.

Who May Apply

High school students, persons not in school, college and university students may submit applications directly or through a nonprofit organization. Both American citizens and foreign nationals may apply through an American nonprofit organization as may their employees or members. Eligible nonprofit organizations include: school districts, college libraries, museums, educational radio or television stations, labor unions, professional organizations, public agencies, youth organizations, community or civic organizations.

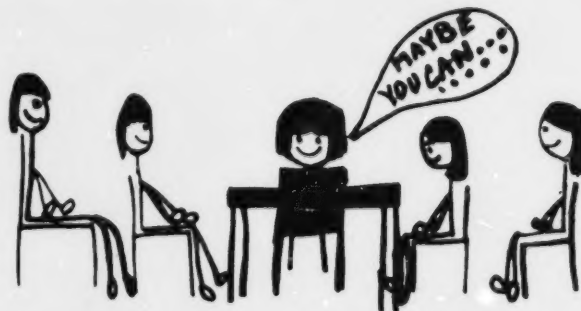
Where to Get More Information

Contact the National Endowment for the Humanities Office, Youth Grants in the Humanities, Washington, DC.

Citizen Participation Requirements

None

ADVISORY COUNCIL



RESOURCES MENTIONED IN THIS SECTION

Department of Labor

200 Constitution Avenue, NW
Washington, DC 20210; 202-523-6666

Department of Housing and Urban Development (HUD)

451 Seventh Street, SW
Washington, DC 20410; 202-655-4000

Department of Justice

Community Services Administration
Office of Juvenile Justice and Delinquency Prevention
550 11th Street, NW
Washington, DC 20530; 202-633-2000

National Endowment for the Arts (NEA)

Education Program
2401 E Street, NW
Washington, DC 20506; 202-634-6023

National Endowment for the Humanities (NEH)

Youth Grants in the Humanities
806 15th Street, NW
Washington, DC 20506; 202-724-0396

Office of Education

Bureau of Education for the Handicapped
Bureau of Elementary and Secondary Education
Division of Education for the Disadvantaged
Division of Equal Educational Opportunity Programs
Ethnic Heritage Studies
Office of Consumer Education
Office of Environmental Education
Office of Human Development Services,
Administration for Children, Youth and Families—Headstart
Office of the United States Commissioner of Education
Women's Program Staff
400 Maryland Avenue, SW
Washington, DC 20202
202-245-8710: Public Inquiries
202-245-8795: Commissioner of Education

Minority News Media

It is important for organizations to share information about their programs and publications. To reach people working at the grassroots level, it is helpful to use the network of news media serving minority communities. The following lists will be useful in planning publicity for your organization.

ASIAN AMERICAN NEWS MEDIA

Compiled by Office of Asian and Pacific American Concerns,
Office of Education, 400 Maryland Avenue, SW, Washington, DC 20202.

Philippine News
1175 Folsom Street
San Francisco, CA 94103

Bridge Magazine
121 W. 72nd Street
New York, NY 10038

The Pacific Citizen
125 Weller Street
Los Angeles, CA 90012

Chinese Times
119 Waverly Place
San Francisco, CA 94108

Balitaan
1300 N. Olympic Boulevard,
303
Los Angeles, CA 90015

New Dawn
P.O. Box 26310
San Francisco, CA 94126

Korea Week Newspaper
Room 757
National Press Building
Washington, DC 20045

Asian Voice
P.O. Box 7309
San Francisco, CA 20044

AACTION
1006 Race Street
Philadelphia, PA 19107

Asian American News
330 Ellis Street
San Francisco, CA 94102

Dat Moi (New Land)
Newspaper
2103 South Atlantic Street
Seattle, WA 98144

East Is East
P.O. Box 5247
Seattle, WA 98105

East West
838 Grant Avenue, 3/F
San Francisco, CA 94108

The Philippine Mail
P.O. Box 1783
Salinas, CA 95901

Pinoy: The Filipino Magazine
220 South State Street, #1700
Chicago, IL 60604

Ratu Simpo
242 S. San Pedro Street
Los Angeles, CA 90012

Sampan
85A Tyler Street
Boston, MA 02111

Southwest Chinese Journal
3914 Leeland Avenue
Houston, TX 77003

Hawaii Hochi Ltd
917 Kokea Street
Honolulu, HI 96817

Ms. Michi Onuma
Nichi Bei Times
P.O. Box 3098
San Francisco, CA 94119

Asian Family Affair
P.O. Box 3445
Seattle, WA 98114

Asian State Employees
Association Newsletter
P.O. Box 22361
Sacramento, CA 95822

The China Times
103-105 Mott Street
New York City, NY 10013

Chinese American Progress
2249 Wentworth Avenue
Chicago, IL 60619

The Chinese Pacific Weekly
809 Stockton Street, #101
San Francisco, CA 94108

San Francisco Journal
927 Kearney Street
San Francisco, CA 94133

The Filipino American Herald
508 Maynard Avenue
Seattle, WA 98104

Amerasia Journal
3232 Campbell Hall
Los Angeles, CA 90024

Asian American Review
3407 Dwinelle Hall
Berkeley, CA 94720

The Chicago Shimpo
4670 North Manor
Chicago, IL 60625

BLACK COMMUNITY NEWS MEDIA

From membership list of the National Newspaper Association,
1627 K Street, NW, Suite 400, Washington, DC 20006

Mr. Marcel Hopson
Publisher
Birmingham World
312 17th St. North
Birmingham, AL 35203

Mrs. Lencie M. Thomas
Editor-Publisher
Mobile Beacon
2311 Coastsides Street
Mobile, AL 35203

Mr. Charles R. Campbell
Co-Publisher
Arizona Informant
222 North 9th Street
Phoenix, AZ 85034

Mr. Chester L. Washington
Editor-Publisher
Central News Wave Pub.
2621 W. 54th Street
Los Angeles, CA 90043

Mrs. Ruth Washington
Publisher
Los Angeles Sentinel
1112 E. 43rd Street
Los Angeles, CA 90011

Dr. Carlton B. Goodlett
Editor-Publisher
California Voice
814 27th Street
Oakland, CA 94607

Mr. William H. Lee
Editor-Publisher
Sacramento Observer
P.O. Box 209
Sacramento, CA 95801

Dr. Carlton B. Goodlett
Editor-Publisher
San Francisco Sun-Reporter
1366 Turk Street
San Francisco, CA 94115

Mr. Alfred W. Hamilton
Publisher
Contrast Publications Limited
28 Lennox Street
Toronto 4, Ontario, Canada

Mr. William R. Hales
Editor-Publisher
The Hartford Inquirer
P.O. Box 275
Hartford, CT 06101

Mr. Arthur M. Carter
Publisher
Washington Afro-American
2002 11th Street, NW
Washington, DC 20001

Mr. Calvin Rolark
Editor-Publisher
The Washington Informer
1343 H Street, NW, Suite 600
Washington, DC 20001

Mr. Levi Henry, Jr.
Editor-Publisher
Westside Gazette
P.O. Box 9281
Fort Lauderdale, FL 33301

Mr. Garth C. Reeves, Sr.
Editor-Publisher
Miami Times
6530 N.W. 15th Avenue
Miami, FL 33147

Mr. Norris D. Woolfork, III
Publisher
Orlando Times
2393 West Church Street
Orlando, FL 32805

Mr. James W. Macon
Publisher
Florida Sun
4020 W. Columbia
Orlando, FL 32805

Mr. C. Blythe Andrews, Jr.
Publisher
Florida Sentinel Bulletin
P.O. Box 3363
Tampa, FL 33601

Mr. C.A. Scott
Editor-General Manager
Atlanta Daily World
145 Auburn Avenue N.E.
Atlanta, GA 30303

Mr. John B. Smith
Executive Vice President
Atlanta Inquirer
947 M.L.K., Jr., Drive NW
Atlanta, GA 30314

Mr. Mallory K. Millender
Editor-Publisher
Augusta News-Review
P.O. Box 953
Augusta, GA 30901

Mr. Floyd Adams, Sr.
Publisher
The Herald of Savannah
P.O. Box 41
Savannah, GA 31402

Mr. Helmut Gerdes
Managing Editor
Columbus Times
1304 Midway Drive
Columbus, GA 31902

Mr. Robert E. James
Publisher
The Savannah Tribune
916 Montgomery Street
Savannah, GA 31401

Mr. Alex C. Habersham
Publisher
The Macon Courier
2661 Montpelier Avenue
Macon, GA 31202

Mr. Robert Johnson
Editor-Publisher
Jet Magazine
820 South Michigan Avenue
Chicago, IL 60605

Mr. John H. Sengstacke
Editor-Publisher
Chicago Daily Defender
2400 S. Michigan Avenue
Chicago, IL 60616

Mr. Charles B. Armstrong
Editor-Publisher
Chicago Metro-News
2600 S. Michigan Avenue
Chicago, IL 60616

Mr. Augustus Savage
Editor
Citizen Newspapers
412 E. 87th Street
Chicago, IL 60619

Mr. Ibn Sharrieff
Publisher-General Manager
Observer Publications
1180 E. 63rd Street
Chicago, IL 60636

Mr. Joe Lewis
Editor-Publisher
East St. Louis Crusader
2206 Missouri Avenue
East St. Louis, IL 62205

Mr. Marcus C. Stewart
Editor-Publisher
Indianapolis Recorder
2901 N. Tacoma Avenue
Indianapolis, IN 46218

Mr. O. L. Tandy
Editor-Publisher
Indiana Herald
2449 Radar Street
Indianapolis, IN 46208

Mr. Charles McCauley
Editor
New Iowa Bystander
140 4th Street West
Des Moines, IA 50265

Mr. Horace G. Livingston, Jr.
Publisher
Voice of the Black
Community
3180 N. Woodford
Decatur, IL 62521

Mr. Kenneth T. Stanley
Editor-Publisher
Louisville Defender
1720 Dixie Highway
Louisville, KY 40210

Mr. Alonzo Hodge
Circulation & Advertising Dir.
Community Ebony Tribune
P.O. Box 3857
Shreveport, LA 71103

Mr. H. Nicholas Stull
Publisher
The Alexandria News Weekly
P.O. Box 608
Alexandria, LA 71301

Mr. C. C. Dejoie, Jr.
Editor-Publisher
Louisiana Weekly
640 Rampart Street
New Orleans, LA 70150

Mr. Raymond H. Boone
Vice President & Editorial Dir.
Afro-American Newspapers
628 N. Eutaw Street
Baltimore, MD 21201

Mr. Longworth M. Quinn
Editor-Publisher
Michigan Chronicle
479 Ledyard Street
Detroit, MI 48201

Mr. J. C. Wall
Editor-Publisher
Eagle Telegram
4122 56th Street
Ecorse, MI 48229

Mrs. Mary J. Kyle
Editor-Publisher
Twin Cities Courier
84 S. 6th Street, Suite 501
Minneapolis, MN 55402

Mr. Oscar H. Newman
Editor
Minneapolis Spokesman
3744 4th Avenue
Minneapolis, MN 55409

Mr. Robert E. Williams
Editor-Publisher
Mississippi Memo Digest
2511 5th Street
Meridian, MS 39301

Mr. Charles Tisdale
Editor-Publisher
Jackson Advocate
115 East Hamilton Street
Jackson, MS 39202

Mr. J. Reuben Benton
Advertising Director
Kansas City Call
1715 E. 18th Street
Kansas City, MO 64141

Editorial Page Editor
St. Louis American
2618 N. Kingshighway
St. Louis, MO 63113

Dr. Eugene Mitchell
Publisher
St. Louis Argus
4595 M.L.K. Drive
St. Louis, MO 63113

Mrs. Jane Woods
Editor-Publisher
St. Louis Metro Sentinel
3338 Olive, Suite 206
St. Louis, MO 63103

Mrs. Mildred Brown
Editor-Publisher
Omaha Star
2216 N. 24th Street
Omaha, NE 68110

Mr. Lawrence Albert
Publisher-Owner
Las Vegas Voice
P.O. Box 4684
Las Vegas, NV 89106

Mrs. Vivian A. Edmonds
Editor-Publisher
Carolina Times
436 Pettigrew Street
Durham, NC 27702

Mr. P. R. Jervay
Editor-Publisher
Carolinian
518 E. Martin Street
Raleigh, NC 27601

Mr. T. C. Jervay
Editor-Publisher
Wilmington Journal
412 S. 7th Street
Wilmington, NC 20841

Mr. Thomas H. Watkins
Publisher
New York Daily Challenge
1368 Fulton Street
Brooklyn, NY 11207

Mr. Bill Johnson
Editor-Publisher
Charlotte Post
9139 Trinity Road
Charlotte, NC 28216

Mr. Travis L. Francis
Editor
Commission News
297 Park Avenue South,
Suite 23
New York, NY 10010

Mr. Alger L. Adams
Editor-Publisher
Westchester County Press
61 Pinecrest Drive
Hastings-On-Hudson,
NY 10706

Mr. Bryant Rollins
Executive Editor
New York Amsterdam News
2340 8th Avenue
New York, NY 10027

Attorney William R. Ellis
Editor-Publisher
The Akron Reporter
P.O. Box 2042
Akron, OH 44309

Mr. William O. Walker
Editor-Publisher
Cleveland Call and Post
1949 105th Street
Cleveland, OH 44106

Mrs. Marjorie B. Parham
Editor-Publisher
Cincinnati Herald
863 Lincoln Avenue
Cincinnati, OH 45206

Mr. Myron Alfred Steward
Publisher
The Toledo Journal
1816 Bancroft
Toledo, OH 43607

Mr. Robert K. Goodwin
Publisher
Oklahoma Eagle
122 N. Greenwood
Tulsa, OK 74120

Mr. Bernard V. Foster
Editor-Publisher
The Skanner News
4843 N.E. Union
Portland, OR 97211

Mr. Alfred L. Morris
President
Philadelphia Tribune
520 16th Street
Philadelphia, PA 19146

Mr. James D. Lewis
General Manager
New Pittsburgh Courier
315 E. Carson Street
Pittsburgh, PA 15219

Redfern II
Publisher
Black News
P.O. Box 11128
Columbia, SC 29211

Mr. J. John French
Editor-Publisher
Chronicle
534 King Street
Charleston, SC 29403

Mr. Robert Sengstacke
General Manager
Tri-State Defender
124 E. Calhoun Street
Memphis, TN 38103

Mrs. Dickie Foster
Editor
Post Tribune
3428 Sunnyvale
Dallas, TX 77004

Mrs. Lenora Carter
Publisher
Houston Forward Times
4411 Almeda Road
Houston, TX 77004

Mr. George McElroy
Editor
Houston Informer
P.O. Box 3086
Houston, TX 77001

Mr. Elridge Robertson
Publisher
The Texarkana Courier
504 W. 3rd Street
Texarkana, TX 75501

Mr. Ariel Melchior, Jr.
Publisher
Daily News of Virgin Islands
P.O. Box 7638
St. Thomas, VI 00801

Dr. Milton A. Reid
Publisher-Editor
New Journal and Guide
1017 Church Street
Norfolk VA 23501

Editor-Publisher
Richmond Afro-American
301 E. Clay Street
Richmond, VA 23219

Mr. Christopher H. Bennett
Editor-Publisher
Seattle Medium
2600 S. Jackson Street
Seattle, WA 98122

Mr. Jerrel Jones
Publisher
Milwaukee Courier
2431 W. Hopkins Street
Milwaukee, WI 53206

Mr. Cal Patterson
Publisher
Milwaukee Star
3811 N. 20th Street
Milwaukee, WI 53206

Ms. Sharon Schumann
Editor
Racine Star
2431 W. Hopkins Street
Milwaukee, WI 53206

Mr. Robert J. Thomas
Co-Publisher/Chairman of
Board
Milwaukee Community
Journal
3764 N. Port Washington Road
Milwaukee, WI 53212

Mr. Jimmy L. Hicks
Editor
New York Voice
78-36 Parsons Boulevard
Flushing, NY 11366

Mr. Russell Perry
Co-Publisher
Black Dispatch Publishing Co.
P.O. Box 1254
Oklahoma City, OK 73101

Mr. Tony Davis
Great Circle News
3101 Forest Avenue
Dallas, TX 75215

Mr. Hurley L. Green
Editor-Publisher
Chicago Independent Bulletin
728 W. 65th Street
Chicago, IL 60621

Black DATA Weekly
2037 Orleans Avenue
P.O. Box 51933
New Orleans, LA 70151

Mr. James T. Harris, Jr.
Editor-Publisher
Gary Info
1953 Broadway/P.O. B. M587
Gary, IN 46401

Mrs. Dorothy Leavell
Publisher
Gary Crusader
1549 Broadway
Gary, IN 46407

Mrs. Dorothy Leavell
Publisher
Chicago New Crusader
6429 South King Drive
Chicago, IL 60637

Mr. Al Dixon
Editor
The Montgomery Times

211 Dexter Avenue
Montgomery, AL 36104

Mrs. Mildred E. Parrish
Editor
Black Excellence
P.O. Box 26191
Milwaukee, WI 53266

Dr. W. L. Russell
Editor-Publisher
Albany Times
315 Highland Avenue
Albany, GA 31701

Mr. William P. Russell
Chairman of the Board
The Crusader
4371 Finney
St. Louis, MO 63113

Ms. Donna D. Scott
Editor-Publisher
Low Country Star
1114 S. Ribart Road
Port Royal, SC 29935

Mr. E. Lee Lassiter
Urban Affairs Editor
Baltimore News American
301 East Lumbar
Baltimore, MD 21203

Mr. Art Townsend
Owner-Publisher
Precinct-Reporter
1673 W. Baseline Street
San Bernardino, CA 92411

HISPANIC NEWSPAPERS AND MAGAZINES

Compiled by Office of Spanish Speaking Concerns,
Office of Education, 400 Maryland Avenue, SW, Washington, DC 20202

La Luz Magazine
Dr. Daniel T. Valdez,
Publisher
8000 East Girard, Suite 314
Denver, CO 80231
303-750-3003

NUESTRO Publication, Inc.
(magazine)
Mr. Charles Rivera, Editor-in-
Chief
1140 Avenue of the Americas,
20th floor
New York, NY 10036
212-730-0190

Agenda Magazine
Mr. Raul Yzaguirre, Editor-in-
Chief
1725 I Street, NW, Suite 210
Washington, DC 20006
202-659-1251

La Raza Publications
Mr. Julio Cesar Montoya,
Associate Editor
Mr. Cesar A. Dovalina,
Publisher & Editor
868 North Wabash Avenue
Chicago, IL 60611
312-751-3400

El Renacimiento
Mr. Jose A. Lopez, Editor
915 North Washington Avenue
Lansing, MI 48906
517-485-4389

El Informador
Ms. Clara Navarro, Editor
1510 West 18th Street
Chicago, IL 60608
312-421-7702

Hispanos en Marcha,
Mr. Isidro Lucas, Editor
Office of the Regional
Director
300 South Wacker Drive,
35th floor
Chicago, IL 60606
312-353-1841

El Chicano Publication
Ms. Gloria Macias Harrison,
Editor
P.O. Box 827
Colton, CA 92324
714-825-0964

La Opinion
Mr. Jose Ignacio Lozano, Jr.,
Publisher

1436 South Main Street
Los Angeles, CA 90015
213-748-1191

El Puertorriqueno Newspaper
Mr. Claudio Flores, Editor
2556 West Division Street
Chicago, IL 60622
312-235-8360

El Sol
J. C. Franco, Editor
P.O. Box 1448
Phoenix, AZ 85001
602-253-4948

El Sol de Houston
Mr. James L. Navarro,
Publisher
2434 Navigation Boulevard
Houston, TX 77003
713-224-0616/224-4374

Temas Magazine
Mr. Jose de la Vega, Editor
1650 Broadway
New York, NY 10019
212-582-4750

La Voz Hispana
Mr. Jose de la Vega, Editor
1650 Broadway
New York, NY 10019
212-582-4750

La Voz de Colorado
Mr. Jose Padillo, Editor
P.O. Box 9650
Denver, CO 80209
303-623-4814

El Hispano
Mr. Angel V. Collado, Editor
P.O. Box 986
900 Park Avenue, SW
Albuquerque, NM 87102
505-243-6161

La Guardia
Mr. Steve Martinez, Publisher
805 South Fifth Street
Milwaukee, WI 53204

Latin New York
Ms. Soledad Barreto, Editor
234 West 55th Street
New York, NY 10019
212-586-2080

CHANGE (Concerned
Hispanics for Action Now
to Gain Equality, Inc.)
Mr. Edward L. Montalvo,
Editor
G.P.O. Box 780
New York, NY 10001
212-247-1701

Latin Times
Mr. David Maldonado, Editor
150 Fifth Avenue
New York, NY 10011
212-868-3370

El Colombiano Newspaper
Mr. Pedro J. Navarro, Editor-
Director
P.O. Box 521
Miami, FL 33142

Un Nueva Dia
Ms. Lydia Urioste, Associate
Editor
5410 West Mississippi
Lakewood, CO 80226
303-922-6371

Noticias Latinas
Ms. Euripies Riera, Editor

6796 S.W. 62nd Avenue
P.O. Box 43-1010
South Miami, FL 33143
303-667-7481

Critica
Mr. Alberto M. Irabien, Editor
890 National Press Building
Washington, DC 20045
202-629-3011

Centro Cultural Chicano
Mr. Ricardo Nevilles, Editor
204 West Franklin Avenue
Minneapolis, MN 55404
612-871-1423

Migrants in Action
Mr. Frank Guzman, Editor
1162 Selby Avenue
Saint Paul, MN 55104
612-646-4566/224-9671

West Side Voice
Mr. William Hanna, Editor
344 South Robert
Saint Paul, MN 55107

NATIVE AMERICAN NEWSPAPERS

Compiled by Office of Indian Education,
Office of Education, 400 Maryland Avenue, SW, Washington, DC 20202.

The Nishnawbe News
c/o Organization of North
American Indian Students
Northern Michigan University
Marquette, MI

Wassaja
c/o American Indian
Historical Society
1451 Masonic Avenue
San Francisco, CA 94117

Rough Rock News
Rough Rock Demonstration
School
Many Farms, AZ 86538

19 Pueblo News
P.O. Box 6053
Albuquerque, NM 87107

Akwesasne Notes
Mohawk Nation
via Roosevelttown, NY 13683

Indian Education
National Indian Education
Association
3036 University Avenue, SE
Minneapolis, MN 55414

Indian Viewpoint
217 North 4th Avenue, West
Duluth, MN 55806

The Navajo Times
P.O. Box 428
Window Rock, AZ 86515

Great Lakes Agency News
Great Lakes Agency
Ashland, WI 54806

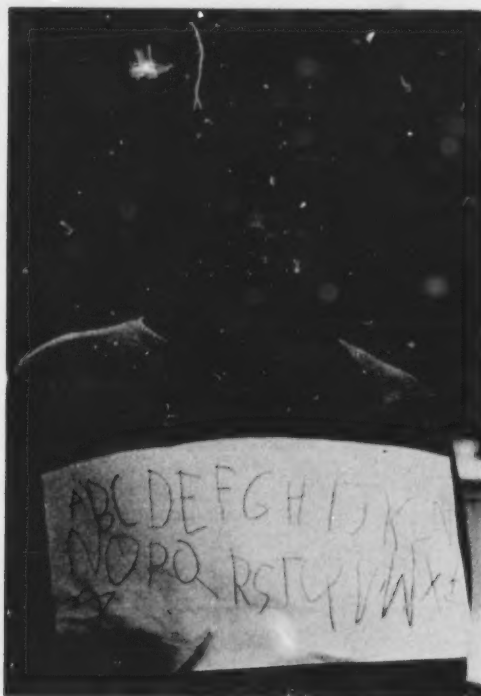
The Voice
Great Lakes Inter-Tribal
Council
P.O. Box 5
Lac du Flambeau, WI 54538

Great Lakes Voice
Box 305
St. Ignace, MI 49781

Nishnabe News
University Center, Room 140
Northern Michigan University
Marquette, MI 49855

Yakima Nation Review
P.O. Box 386
Toppenish, WA 98948

A to Z Topics in Education



ACCOUNTABILITY

Accountability is the process of holding people responsible for what is expected of them. For example, if the job description of a principal includes responsibility for teacher supervision, then the principal may be evaluated and held *accountable* for whether or not that supervision takes place.

With growing concern about a nationwide decline in basic skills achievement, it is likely that there will be a greater movement to hold all educators, especially teachers and principals, accountable for students' educational achievement.

The development of the accountability movement is sometimes linked to the development of specified minimal competencies for student achievement. (See Minimum Competency in this section.) For instance, if a student is expected to acquire certain reading skills in the third grade, the third grade teacher and the principal of the

school could be held specifically accountable for whether or not the student has reached those particular goals.

Parents and parent councils are finding new ways to exercise their right to hold the school system accountable. Job descriptions for teachers and principals are public information and should be available to parents on request. Some communities, like Seattle, have established evaluation committees to assess whether or not teachers and principals are meeting the standards set for them. Parents serve on those committees, along with teachers and administrators.

Grassroots groups also play an important role in holding school systems accountable. If a school system is not responding to important needs in the community, a group may need to organize parents and other citizens to demand better programs. School systems have often denied equal educational opportunities to bilingual children, children with handicaps, and minority communities. Grassroots pressure is needed to make schools accountable to their community.

ACCOUNTING AND BOOKKEEPING

Much has been written concerning strategies, tools and new structures for involving citizens in public issues such as education. If we want our institutions to be responsive and accountable, citizen groups also have to demonstrate that they are concerned with efficiency and effectiveness. Citizen groups can strengthen their reputations by expanding their knowledge of financing through good accounting and bookkeeping practices.

In *The Grass Roots Funding Book*, Joan Flanagan offers some suggestions to those inexperienced in financial matters:

1. Always make a list of your income and expenses from group projects.
2. Keep track of all your money. Keep a chart of where all your money is today, whom you owe money and who owes you money.
3. Keep all your bills and receipts.

4. Shop for a bank
5. Look for a bank officer who will help you.

For More Information:

Accounting Aid Society of Metropolitan
Detroit
232 West Grand River, Room 1400
Detroit, MI 48226

Support Center
1709 New Hampshire Avenue, NW
Washington, DC 20009

(The two organizations above provide free management, financial, legal and accounting advice to nonprofit groups and small businesses; they also supply free literature.)

Grass Roots Fundraising Book, Joan Flanagan,
1977 (\$5.25)
Swallow Press
P.O. Box 988
Hicksville, NY 11802

Bookkeeping Handbook for Low-Income Citizen Groups, 1973. (Free)
The National Council of Welfare
Brook Claxton Building
Ottawa, Ontario K1A 0K9
Canada

Resource Directory for the Funding and Management of Non-Profit Organizations, Ingrid Le-
maire, 1977 (Single copy, free)
The Edna McConnell Clark Foundation
250 Park Avenue, Room 900
New York, NY 10017

Financial and Accounting Guide for Nonprofit Organizations, Malvern Gross, Jr., CPA. The
Ronald Press Co., New York, 1974. (Available at
libraries)

AFFIRMATIVE ACTION

Affirmative action is the name applied to programs that take positive and aggressive action

to employ women and minorities and to redress past discrimination practices. Affirmative action programs are needed because this country has a history of denying opportunities to minorities and women who have systematically been excluded from both public and private schools, training programs and jobs.

The Civil Rights Act of 1964 made racial discrimination illegal, and sex discrimination was prohibited by Executive Order in 1968. In 1971, the United States Department of Labor ordered all businesses, schools and agencies doing business with any level of government to provide written affirmative action programs.

In employment practices, affirmative action begins with the employer's stated policy of equal employment opportunity. Affirmative action applies to recruitment, hiring, laying off and promotion, as well as to selection for training and apprenticeship programs.

In both business and education, affirmative action programs take many forms. Some are flexible and informal, focusing on an effort to recruit minority students and employees and to provide them with specialized training. Others set target goals or quotas for the number of qualified minority students or workers to be hired and promoted within a certain period of time.

The Equal Employment Opportunity Commission and the Office of Federal Contract Compliance (United States Department of Labor) are now the central governing offices for these anti-discrimination laws. New guidelines have been issued on corporate hiring and promotion policies. Companies that do not comply with equal employment requirements can lose their government contracts. States have similar laws. For more information, call your state's Equal Opportunity Office, Attorney General or your regional office of the Department of Labor.

BYLAWS

A charter (if incorporated) and bylaws govern an organization and the way it operates. The bylaws describe the purpose of the organiza-

tion, how officers are selected and what powers they have, how dues are paid and a budget prepared, and how the members meeting together can take action. Bylaws are considered so important that special requirements are usually set for changing them.

CAREER EDUCATION AND OCCUPATIONAL OR VOCATIONAL EDUCATION

Often schools do not prepare students to make the transition from school to work. A cluster of government-funded programs in career and occupational or vocational education has been developed to try to bridge this gap. These programs are designed to help students:

- Learn about a wide range of occupations
- Make a thoughtful selection of a career area
- Prepare for employment in a specific occupation

Career education can begin in elementary school and continue through postsecondary schooling. The emphasis at the elementary level is on promoting a broad understanding of different types of work and helping children develop decision making skills and self-awareness. By introducing boys and girls to nontraditional role models at a young age, career education can help counteract the stereotypes that often limit career choices.

Occupational or vocational education should offer students a chance to explore several fields. Later it should provide in-depth training in the career area of their choice. Vocational education is a controversial area because of a long history of discriminatory practices in recruitment, guidance and admission to programs. White males have favored access to the best technical trade programs. Women and minorities have often been tracked into programs leading to jobs with lower status and pay.

Vocational education can, however, be an avenue to upward mobility for women and mi-

norities if they receive an equal chance to train for trades and technical fields that offer the best job opportunities. Title II of the Educational Amendments of 1976 (P.L. 94-482) requires an end to stereotyping and discrimination in vocational and technical programs. This law obliges the state board of education to take positive steps to prohibit bias, stereotyping and discrimination in vocational education. The state board of education is required to monitor the local school systems for compliance with this Federal law.

For More Information:

National Association for Industry-Education
Cooperation*
235 Hendricks Boulevard
Buffalo, NY 14226

Adopt-A-School
Denver Public Schools
900 Grant Street
Denver, CO 80203

(Sponsors program in which businesses and universities make resources available to schools.)

Career Education: A Lifelong Process, Jack W. Fuller and Terry O. Wheeler, ed. Chicago: Nelson-Hall Publishers, 1979. (Request this book at your library.)

CETA

CETA (Comprehensive Employment and Training Act), a Federal program begun in 1973, provides public service jobs to people out of work due to economic downs and gives the long-term unemployed skills useful in the private sector. CETA is supposed to focus on job segments which are likely to grow; it is not meant to provide permanent public sector jobs.

CETA sets up programs for young people under the 1977 Youth Employment and Demonstration Project Act (YEDPA). 1978 CETA amendments emphasize services to groups like

women, single parents and public assistance recipients. CETA now aims to serve all groups which traditionally face difficulties—whether by reason of language, age, sex, race, education or special needs—in the job market.

CETA prime sponsors—those who control its funds and programs—can be local, state or county governments; these prime sponsors can pay for positions in grassroots community organizations because CETA is supposed to address community needs. Ways to apply for these funds vary across the country, so if your group wants to apply, ask your local CETA prime sponsor for more information.

Local community groups can also take part in CETA and address employment problems in their area by serving on the prime sponsor's planning council, a community-based group whose purpose is to plan, monitor and advise. The 1978 CETA amendments increased the council's role and required prime sponsors to provide them with staff.

Generally, more CETA money goes to jobs than to training, but the proportion depends on the program in question and the prime sponsor's plans. CETA jobs last no more than 18 months and pay at least minimum wages. (In areas with local, state and Federal minimum wages, CETA must pay the highest of the three.) Detailed information on CETA and its 1978 amendments is available from local and national offices of the United States Department of Labor and from CETA prime sponsors. (See also "CETA," Federal Program section.)

For More Information:

The Letter of the Law, Publication #326, 1976.
(20¢ each, \$1.00 for 20 copies)

League of Women Voters Education Fund*
1730 M Street, NW
Washington, DC 20036

A Guide to Seeking Funds from CETA, 1977.
(Free)

Women's Bureau of the Department of Labor
200 Constitution Avenue, NW
Washington, DC 20210

CETA: A Citizen's Action Guide, revised, 1978.
(\$1.50)

Center for Community Change*
1000 Wisconsin Avenue, NW
Washington, DC 20007

COLLECTIVE BARGAINING

In more than half the states and in many big cities, teachers and other educational employee groups have recently won the right to bargain collectively with school management (school boards and school administrators). Bargaining results in written contracts that determine salaries and fringe benefits, and sometimes affect other important issues—class size, discipline procedures, requirements for on-the-job training, school hours, vacations and teacher assignments. Bargaining in the schools is similar to bargaining in private industry. Some parent and citizen groups have been working to change the system in a variety of ways: opening bargaining sessions to the public, guaranteeing the public information about what is being discussed during bargaining, having parent representatives observe or take part in the bargaining, or having a citizens' committee advise the board of education on bargaining issues and inform the community about these issues.

Many important decisions are made through collective bargaining. If you are interested in influencing local school policies, you need to be informed about the contract between your school administration and your local teachers' organization. You have the right to see a contract, because it is a public document, and to know how the local process works.

For More Information:

Four useful books about collective bargaining from the citizen's point of view are:

Collective Bargaining and Teacher Strikes, 1978.
(\$2.25)

National Committee for Citizens in Education (NCCE)
Wilde Lake Village Green, Suite 410
Columbia, MD 21044

The Role of Collective Bargaining in Public Education, 1978. (\$2.00)

A Checklist for Parents on the Role of Collective Bargaining in Public Education, 1977. (50¢)

The National PTA*
700 North Rush Street
Chicago, IL 60611

Opening the Door: Citizen Roles in Educational Collective Bargaining, 1979. (\$7.50)

Institute for Responsive Education*
704 Commonwealth Avenue
Boston, MA 02215

You, the Schools and Collective Bargaining, 1978.

Information Project on Educational Negotiations (IPEN)
810 Miranda Green
Palo Alto, CA 94306

(Price information available through IPEN.)

These four organizations also can offer further information on this issue.

COMMUNITY SCHOOLS

All local schools are, or should be, community schools—schools which serve community educational interests and needs and use the community's resources as part of the schools' educational facilities.

Community schools are generally open for extended hours and are used for community activities—meetings, adult education classes and recreation programs. The local school may also serve as a delivery center for health care and other social services.

Community involvement is central to community education. Often community residents are elected to a community school advisory council

that plans, develops and, in some cases, runs the community school program.

Citizens interested in community education should contact their school district, city or town government to find out if there is a community education program. Thirty-two states have formally approved the community education idea and many have staff at the state Department of Education to assist local communities starting their own programs. There is also a network of community education development centers at state universities and colleges supported in part by grants from the Charles Stewart Mott Foundation. These centers provide information and training to those interested in starting a local community education program.

For More Information:

Community Education Program
U.S. Office of Education
Regional Office Building No. 3
7th and D Streets, SW
Washington, DC 20202

National Community Education Association*
1030 15th Street, NW, Suite 536
Washington, DC 20005
(NCEA provides a clearinghouse on community education which has a toll free number: 800-638-6698)

People Helping People Help Themselves: Centers for Community Education Development and Other Resources, 1978. (Free)

The Charles Stewart Mott Foundation
Mott Foundation Building
Flint, MI 48502

(A useful directory of resources for citizens interested in community education.)

DAY CARE

Day care refers to services provided to pre-teenage children in places outside their own homes. Day care services may include only

basic care, an educational component, or a comprehensive program. Comprehensive care would include nutritious meals and snacks, an educational program, social work services, diagnostic screening and preventive medical and dental care. Headstart, a federally funded program, provides this kind of comprehensive care.

Two common types of day care are group care and family day care. Parents operate many group care centers as cooperatives; others are run by nonprofit organizations. Some day care centers are businesses organized to make a profit. There are now a few day care franchises or chains.

Family day care or home day care centers are usually small; sometimes they are linked to agencies that provided social services for children and training for the day care providers. Some states license both group and family day care, and establish guidelines for the number of children allowed and the number of staff and amount of space needed.

Some people argue that day care is a right that should be provided without charge to all parents who need it. They point out that while several countries, like Denmark, have an extensive child care program, day care in the United States is quite limited. Few employers provide day care for their workers' children, few centers provide 24 hour day care, and day care can be very expensive for those not eligible for government assistance.

The amount of parent involvement in day care programs varies. Some centers offer parents little opportunity to be involved, others use parents as volunteers. Some parent cooperatives involve parents in all decisions concerning the center's staff, program and budget. Headstart programs encourage parent participation in their children's care and growth.

For More Information:

The Center for Law and Education*
6 Appian Way
Cambridge, MA 02138
(The Center's journal, *Inequality in Education*

(December 1972), devotes its thirteenth issue to "Perspectives on Child Care," which contains many helpful articles about the value and quality of day care programs.)

Bank Street College of Education
Publications Department
Day Care Consultation Service and Center for
Day Care Training
610 West 112th Street
New York, NY 10025

Day Care and Child Development Council of
America, Inc.*
805 Fifteenth Street, NW, Suite 520
Washington, DC 20005

DECLINING ENROLLMENT

Schools across the nation are coping with lower enrollments due to the much reduced birth rate. Declining enrollment presents many potential problems, but it also offers an opportunity to review community goals and improve educational services for everyone.

Having fewer children to educate does not mean their education will cost less. Most school expenses—building operation, staff, maintenance, insurance and materials costs—are fixed, as are expenses for special education, basic skills and bilingual programs. The pressure of inflation adds to the problem of fixed costs. In many districts, most residents do not have children in schools, so they must be persuaded to continue to support school budgets.

Because decisions about cutting programs, reducing staff and closing buildings affect the entire community, they should be made by everyone affected. Citizens who pay for schools and students whose future may be determined by the quality of their education need to be assured that cutback decisions reflect the community's most important goals and support its values.

School administrations and boards often ask for community involvement when they have

already made a decision. Instead of asking whether or not to close schools, they often ask a citizens' committee to decide which of three or four schools to close. A better way to make decisions would be for citizens, teachers, administrators and students to work together to develop a long range, districtwide plan of action for the next five years. The plan should consider issues like present and projected enrollment, budget, staff size and tenure, facilities' use and value, and the community's future growth patterns. The planning groups should examine all alternatives—including districtwide pooling of materials and resources—through surveys and hearings. It should make sure that the long range plan represents the entire community by seeking to provide quality education for *all* children.

For More Information:

Rising Above Decline, Betsy Wachtel and Brian Powers. (In press)

Institute for Responsive Education*
704 Commonwealth Avenue
Boston, MA 02215

(Citizens' roles in declining enrollment decisions)

Surplus School Space: Options and Opportunities, 1976. (\$4.00)

Fewer Pupils/Surplus Space, 1974. (\$4.00)

Educational Facilities Laboratories*
850 Third Avenue
New York, NY 10022

DISCIPLINE

Discipline is action taken by principals and teachers to prevent or stop student behavior which they find disruptive to the classroom or the school. Disruptive behavior may include anything from talking while the teacher is speaking to fighting and vandalism. Actions to enforce discipline range from pupil-teacher conferences to suspension or expulsion.

There are certain key features parents should

look for as they examine the hows, whys and whens of discipline in their school. Basically, discipline should be non-discriminatory, fair and consistent; it should respect the human and civil rights of students, parents and teachers. One way to promote fair discipline is to have the school and school system establish a uniform code; parents, teachers, students and administrators can work together to define shared expectations about infractions and reasonable disciplines. Schools should also keep accurate discipline records.

Schools Without Failure, by William Glasser, has helped schools explore humanistic and effective approaches to discipline. The Boston School system has adopted this book's program to retrain teachers and open dialogue about school discipline with all parties; it has also begun a separate training program for parents.

The state and Federal governments have passed laws and standards for discipline. For example, each state has specific regulations or laws defining if and when corporal punishment may be used. Supreme Court cases at the Federal level have also set discipline standards for students and schools. Information about these cases may be obtained from the Children's Defense Fund in Washington, DC and the Center for Law and Education, in Cambridge, Massachusetts.

For More Information:

Children's Defense Fund*
1520 New Hampshire Avenue
Washington, DC 20036

Center for Law and Education, Inc.*
6 Appian Way
Cambridge, MA 02138

American Friends Service Committee*
Dayton Regional Office
915 Salem Avenue
Dayton, OH 45406
or
American Friends Service Committee
Southeastern Public Education Program

401 Columbia Building
Columbia, SC 29201

FAMILIES AND CHILDREN IN CRISIS

Schools Without Failure, William Glasser. New York: Harper & Row, 1969. (Available in libraries)

EXCEPTIONAL CHILDREN

The term exceptional children is used in several different ways. For many years it referred primarily to children with some degree of mental retardation. In many books and articles where the term appears, it still refers to children formerly labeled as retarded.

Now, however, the term exceptional children, has a broader meaning. It is used to refer to all children who require special educational and related services to develop their full potential. The areas of a child's exceptionality may be mental retardation, learning disabilities, emotional disturbance, physical handicap or impaired vision or hearing. Gifted children are also included as exceptional children because they may benefit from special educational services.

The Council for Exceptional Children, a leading organization in the field, began primarily as an organization for those interested in the needs of retarded children. The Council now has a number of divisions representing the wide range of special needs children.

For More Information:

The Council for Exceptional Children*
1920 Association Drive
Reston, VA 22091

Editor's note: It is too bad all children are not viewed and treated as exceptional.

All families go through difficult times when a child or the parents are having a problem. Sometimes these problems reach a point of crisis, and families need help from the outside. It is difficult for most of us to ask for help, and sometimes we are not sure where to turn. Fortunately, help is available from agencies that deal with these problems all the time. The agency name may differ throughout the country, but be assured that the staff will understand and offer aid. Their assistance is professional and free. You don't have to give any personal information (not even your name), but be very specific about your problem. Don't give up. Keep trying—if you don't find help at one place, try another.

When looking for help, try first special programs or hotlines for your particular problem (such as the National Runaway Switchboard or Alcoholics Anonymous) listed in the phone book. Look also in the *Yellow Pages* under Social Service or Mental Health Organizations. If you don't find anything there, then try one of the following and ask for a referral: any members of the clergy, a local hospital, the Red Cross, Good Samaritans, the town hall or department of public welfare. These resources should be able to refer you to agencies that deal with your specific problem.

Where to Turn

Problem	Resource
Abortion, drug abuse, pregnancy, rape	Clinics, hospitals, clergy
Alcohol abuse (See also drug abuse, above)	Alcoholics Anonymous (for the individual alcoholic) Al-Anon (for families of alcoholics) Alateen (for the children of alcoholics) (All have chapters nationwide)

Runaways

See Tool Kit for national runaway hotlines

Mental Health

(anxiety, depression, loneliness, suicide)

Good Samaritans, clergy, Mental Health listing in *Yellow Pages*

Child abuse and

Parental Stress

See Tool Kit for parental stress and child abuse hotlines

Physical problems

(lack of clothing, money)

Red Cross, United Way, Catholic Charities

ment has spawned new organizations which work with teachers to include parents in their children's learning and help parents teach their children at home. These two organizations have produced some noteworthy materials:

The Home and School Institute*

Trinity College

Washington, DC 20017

(The Home and School Institute also presents courses and institutes for parents and teachers.)

AVKO Educational Research Foundation, Inc.*

3084 W. Willard Road

Buck Run, MI 48415

313-686-9283

HOMework

Homework, the after-school work teachers give to students, may either involve simple repetitive exercises or require students to do creative thinking and research. Whatever the assignment, homework at its best serves a dual purpose: reinforcing work done in school and providing a learning structure for students to expand outside the classroom.

The subject of homework is controversial. Some educators and parents feel no need to require students to do additional work outside the school. Others believe homework is an absolute necessity, to be rigidly structured. Probably neither viewpoint is entirely correct.

What is certain is that learning does not stop outside school. Any boost that teachers and parents can give to promote and direct after-school learning should be welcome. One reason why homework has had a bad reputation is that teachers have frequently turned it into time-consuming, mindless tasks. Regardless of the specific assignment, it ought to encourage and motivate students to do independent work and feel good about learning away from school.

Parents can and should play an active role in their children's homework assignments. By establishing a partnership with their children's teachers, they can reinforce school work at home so learning becomes a continual process.

The growing concern for basic skills achieve-

LOBBYING

Lobbying means trying to influence legislative bodies and government agencies at all levels. Every citizen has the right to write or call government officials, testify at official hearings, and join organizations lobbying for their particular interests. Often, however, low-income and minority individuals and groups are at a disadvantage when it comes to being able to influence policies.

Some organizations, like education employee groups or other citizen groups have organized as lobbies with paid staff members in state capitals and in Washington. They have access to influential people and information; they often contribute to political campaigns and have large memberships of people who vote. Grass-roots groups, on the other hand, have limited access to policy makers at the state and Federal level. Rarely do they have influential contacts interested in their cause or money to spend on lobbying efforts.

Since the 1960's, a number of organizations whose members are from low-income and minority groups have developed some influence in Washington, but they do not often take part in

educational issues at the state level. This is a problem because our studies show that more and more decisions which affect schools and children are made in state capitals.

If you want to become informed about how state government works and how grassroots individuals and groups can influence educational decisions you can:

- Contact your local League of Women Voters for booklets about state governments and advice about lobbying
- Meet with a friendly legislator
- Meet with a staff person for an organization that works for low-income and minority people at the state level, such as a member of a child advocacy or welfare rights group

For More Information:

Minority Legislative Education Program*
(MLEP)
2030 M Street, NW
Washington, DC 20036
(Teaches lobbying to community groups, newsletter available.)

"Lobbying Tips," 1977. (25¢)
The Massachusetts League of Women Voters
120 Boylston Street
Boston, MA 02116

The Legislative Process: An Action Handbook for Ohio Citizens' Groups by Ralph Brody, Richard Chesteen and Marcie Levy, 1978. (\$5.00)
Federation for Community Planning
1001 Huron Road
Cleveland, OH 44115
(Has broader application to other states)

MAINSTREAMING

Mainstreaming is based on the idea that all children benefit and learn from working together in school. Many children who have needed special education or bilingual programs have often spent all of their school day in special classes. Educators and children's rights advo-

cates have questioned the segregation of handicapped and bilingual children from both an educational and a legal standpoint, because this practice often resulted in inadequate services.

A new approach to providing services for these children is called mainstreaming. Mainstreaming often is used to refer to the practice of educating handicapped children in a regular classroom setting. Support services are provided to meet each child's needs. In some cases, this may involve the child's spending some part of the day working in a resource room with a specially trained teacher.

P.L. 94-142, the Education for All Handicapped Children Act, supports mainstreaming many children formerly assigned to special classes by requiring that a child be educated in the "least restrictive" program appropriate for his or her needs.

Mainstreaming is also an important idea in bilingual education. At first, children in a bilingual program may spend most of the day in a special class. As they learn more English, they can be mainstreamed into a regular class in the school.

For more information:

See the Special Education and the Bilingual Education chapters in this book.

MEDIA AND COMMUNITY ORGANIZATIONS

People communicate with each other in many ways. Although person-to-person contact and phone calls are effective, citizen groups can use other means to transmit information about educational issues and recruit parents for citizens' organizations and councils.

Parents can communicate with each other through letters, flyers and newsletter sent home with students or mailed home third-class bulk rate. Many radio and TV stations will run public service announcements free for nonprofit community groups. (If your school district is bilin-

gual, take a translated copy of your announcement to stations which feature foreign language programs.) The Federal Communications Commission has directed each broadcasting station to devote a certain portion of its programming to community affairs—this means you and your parent organization! Clearly written public service announcements, 30 to 60 seconds long, which put the most important information in the beginning have the best chance of getting on the air.

If your group is organizing an activity which affects a large number of people, like a public meeting with a school superintendent, alert your local media through press releases and phone calls. (Always type the name and phone number of your organization and the name of a contact person at the top of your press releases.)

If you live in a large metropolitan area, check with community school organizations, local colleges and universities, and the community press to see if you can get help producing newsletters, flyers and brochures.

Whether you have meeting announcements, a demonstration, workshops or an informal get-together planned, using the various media will bring results.

For More Information:

Words, Pictures, Media: Communication in Educational Politics, Lloyd Prentice, 1976. (\$4.00)

Institute for Responsive Education*
704 Commonwealth Avenue
Boston, MA 02215

(Discusses public relations techniques for citizens)

We Interrupt This Program, Robbie Gordon, 1978. (\$5.00)

Citizen Involvement Training Project
138 Hasbrouck
University of Massachusetts
Amherst, MA 01003

(A guide to using the media for social change)

See also lists of Native American, Asian, Hispanic and Black newspapers after Federal Programs section.

MINIMUM COMPETENCY

Minimum competency refers to the basic skills a student needs to succeed in school and in future jobs, and to function as an independent adult. Reading, writing, math skills are an important and necessary foundation for all students.

People used to be sure that children would learn these skills by being exposed to a basic curriculum of reading, writing and math. Lately, however, a decline in academic achievement as measured by test scores, court cases where families have sued school districts for graduating children who are illiterate, and employers' complaints that graduates lack necessary skills have led people to question whether students are learning basic skills in schools. Some states now require a student to take standardized tests to prove their competence before getting a high school diploma.

Although everyone agrees that students need to be competent in these basic areas, there is serious disagreement about the definition of minimum competency and how it should be measured. Standardized tests are often suggested as measures. But, do these tests measure competence in different areas or just the ability to take tests? (See *Testing*.) What is the cutoff point for minimum competency? What happens to the children who fail to pass? How are test results to be used? Who will gain and who will suffer from these tests and their uses?

There is evidence that testing is neither color blind nor culture free; biased tests will not accurately measure the competence of minority children. The movement toward minimum competency standards could end by blaming the victim for inadequate school programs.

The National Urban Coalition and Center for Law and Education are organizations working to ensure that the minimum competency move-

ment not blame the victim, but lead instead to genuine reform and equality of education.

For More Information:

National Urban Coalition*
1201 Connecticut Avenue, NW
Washington, DC 20036

Center for Law and Education*
6 Appian Way
Cambridge, MA 02138
(Currently involved in a minimum competency test case in Florida)

MULTIETHNIC EDUCATION

Suppose high school graduates are competent in reading, writing and computing. Does this mean they understand and are competent to live and work with people from ethnic or racial groups besides their own?

If the "back to basics" movement is more than just another educational fad, then it should pick up on a "basic" long omitted in American schools—multiethnic education. It, too, belongs in the set with reading, writing and mathematics.

Unfortunately, learning materials and school programs virtually ignore non-White, non-English speaking cultures, values, traditions and accomplishments. Directly or indirectly such a curriculum makes one group's history and culture legitimate while suppressing others. Such a curriculum gives students a narrow view of the world. They will be ill-prepared to deal effectively in a society characterized by the diversity of its people.

Teaching students about all parts of America's heritage will better prepare them for the future. It will enable them to develop an appreciation for living in a multiethnic society and a positive sense of identification with people of other racial or ethnic groups.

Parents who want their children to be competent in multiethnic terms should ask the follow-

ing questions about their schools:

- Has the school made a specific commitment to multiethnic education?
- To what extent are programs and learning materials being developed for ethnic studies?
- Are there enough teachers from different ethnic groups to provide a favorable setting for multiethnic education?
- Do teachers receive training in multiethnic education?
- Are the interests of minority students being served as effectively as those of the majority?
- Has the school engaged support from the majority of community residents for its multiethnic programs and curriculum?

How does your school shape up to the challenge of multiethnic education?

For More Information:

Ethnic Heritage Studies Clearinghouse*
Social Science Education Consortium
855 Broadway
Boulder, CO 80302

NONPROFIT CORPORATIONS

States charter corporations and define them as "legal persons" which endure while their members come and go. Corporations hold one main advantage for their members: members cannot be held personally responsible for the corporation's debts. On the other hand, operations become more formal once you incorporate—corporations have to be audited, for example, and that costs money.

Groups which incorporate are making a strong statement about continuing involvement in their purpose and issues. Because incorporated groups seem more stable, financial transactions—getting insurance, tax exempt status and grants—become easier.

You cannot apply for foundation or government grants without a Federal tax exemption. To

become exempt, however, you must first have nonprofit status in your state.

Nonprofit corporations are organized to promote social welfare—civic, educational, charitable, benevolent or religious purposes—rather than to make a profit. States grant nonprofit status to corporations, but the process, like that for incorporating or seeking tax exempt status, is somewhat more complicated. You will need the help of a lawyer.

You may be able to enlist volunteer legal help at large law firms which do *pro bono* (for free) work or from individual legal services attorneys. Your state and local bar associations, some of which have education committees, may also be able to suggest sources of legal and accounting assistance. Finally, some individual private attorneys do *pro bono* work with the understanding that they will be able to do paid work for your organization once you get a grant.

For More Information:

To file for nonprofit status in your state, ask the Office of the Secretary of State for the form, "Articles of Organization."

(Filing for nonprofit status usually entails a fee. Response time is about six weeks, provided there are no objections to your application. Once approved, your group is certified nonprofit from the date of filing, not from the date of approval.)

To file for Federal tax exemption, request Publication 557 ("How to Apply for Recognition of Exemption for an Organization") and Application Form 1023 from your regional Internal Revenue Service (IRS) office.

(There is no fee. Send your forms to the IRS, Attention "Exempt Organizations," and you will receive a reply within two months.)



ORAL HISTORY

Oral history records people, places and events of the past through someone's oral recollections. Preserved through taped and written interviews, oral history is a part of the past that would otherwise never be written down or found in history books.

Elementary and secondary school students armed with tape recorders can start their own history study by interviewing family members or community residents. Discovering that their grandparents' and parents' lives were shaped by certain historical events, such as World War I and II and the Depression, will help them develop a deeper sense of the past.

Students and teachers must be trained to understand the purposes and techniques of interviewing, and must be aware of limitations of recollections based on memory. Oral history should not be seen as a cure-all to revitalize teaching, but rather as a means to improve student motivation by bringing the community into the learning process.

Oral history projects for youth involved in local community agencies and church programs should be explored. Local church history museums can be started by interviewing the oldest

church members about the people and life of the church. Teenagers in youth employment programs can record senior citizens' recollections of the community's past.

Questions like the following can be used as guides:

- How did the community's various ethnic groups live in different generations?
- How does the community as it stands now reflect past political, social and economic trends?
- How does the community provide a sense of identity for old, young and new residents in the area?

The local community has always been a potential laboratory for students to test out ideas and discover new information. Oral history is one means by which the community and school can work and learn together.

For More Information:

Oral History Association
North Texas State University
P.O. Box 13734
Denton, TX 76201

Pepe Martinez
Valle del Sol, Inc.
1209 S. First Avenue
Phoenix, AZ 85203

(People interested in setting up oral history workshops can contact Pepe Martinez for information.)

Teaching Human Dignity: Social Change Lessons for Everyteacher, Miriam Wolf-Wasserman and Linda Hutchinson, 1978 (\$7.95)

Education Exploration Center
P.O. Box 7339
Minneapolis, MN 55407

(Discusses oral history and other innovative learning techniques for the school and community.)

PARENT-TEACHER RELATIONSHIPS

Parents and teachers share a concern with improving the quality of education for students. These two groups have joined together in many ways to accomplish this goal. One is relating on an individual basis; another is through working together in groups. The most well-known example of a parent-teacher group: the PTA. Increasingly, however, special Federal and state programs, such as Title I, have created new kinds of groups.

Following are four different models of ways parents and teachers relate.

- *Traditional*: Teachers seen as the experts passing written or oral information to parents on an individual basis.

Example: Reports sent home by teachers; parent-teacher conferences.

- *Supplementary*: Teachers remain in expert role, but individual parents add to what teachers do.

Example: Parents as tutors, classroom volunteers or school aides.

- *Advisory*: Parents alone or with teachers work in organized groups making recommendations and acting in an advisory capacity to the school.

Example: PTA's and most school advisory councils.

- *Power Sharing*: Parents and teachers act as equal partners, sharing responsibility for educational decisions.

Example: Some groups created under Federal or state programs, such as councils in the Federal government's Teacher Corps and in California's School Improvement Program.

For More Information:

Newsletter

The Home and School Institute*
Trinity College
Washington, DC 20017

Parents and Teachers, 1974. (\$7.00)

Humanics*

881 Peachtree Street, NE, Suite 112
Atlanta, GA 30309

Apple Pie (Newsletter)

Center for the Study of Parent Involvement*
5240 Boyd Street
Oakland, CA 94618

PARENTS' UNIONS

Parents become frustrated when advisory councils or parent organizations are not able to do anything to really improve the quality of their schools. Some of these parents have chosen to form a union to advocate their common interests because they find it to be a more forceful and effective way to organize and demand good educational services for their children.

In Philadelphia, parents formed the Parents Union for Public Schools in Philadelphia, because, "As we move from crisis to crisis, it seems that the last ones to be represented are the very people who are supposed to be served by our schools—the children, parents and taxpayers." An independent, city-wide organization for parents, The Parents Union represents parents' interests in all public school matters. It provides information and volunteer advocates to help protect the rights of children and parents in such issues as discipline, academic problems and special placement.

The Philadelphia Parents Union monitors all school board meetings and keeps parents informed about important issues through monthly newsletters and periodic fact sheets. It also operates a Parent Hotline and provides workshops to teach parents how to deal with the system and work together for better schools.

Parents in other cities are talking about forming parent unions. These may be an important way for parents to work together to protect their children's interests when decisions are made about school budgets, class size and the provisions in teacher contracts.

For More Information:

Parents Union for Public Schools in
Philadelphia
401 N. Broad Street, Room 1006
Philadelphia, PA 19120

PARLIAMENTARY PROCEDURE

People trying to accomplish something at a meeting need some rules so that good order will be maintained and the business of the meeting will go forward. The most commonly used manual of parliamentary procedure (rules for conducting meetings) is *Robert's Rules of Order*, newly revised, which can be modified to meet the needs of any organization. Some meetings are best run strictly according to the rules; others can be relaxed and informal. What is important is accomplishing the purpose of the meeting in a fair way that respects the wishes of the majority and protects the rights of absentees and minorities.

For More Information:

Simplified Parliamentary Procedure, 1979. Publication #138. (30¢)

League of Women Voters of the United States*
1730 M Street, NW
Washington, DC 20036

RESOURCES IN THE COMMUNITY

Community agencies and organizations can provide important resources to local schools. Parents and school staff working to improve the quality and variety of programs in their school will want to tap all the resources available in their community. Often cooperative efforts yield exciting new programs for students.

A school's greatest resource is often parents and other people from the community. Many

citizens have skills and interests to share with children. Senior citizens may also be able to work in a classroom and offer individual attention to children. In order to take advantage of these resources, however, principals and teachers must welcome parents and community people into the life of the school.

Teachers often use community resources in career education programs. Community members can speak to a class about their jobs or students can visit different work sites in the local area.

Most cities have museums and theaters, dance and musical groups that can offer exciting new programs for students. Museum staff or artists can work in the school in an ongoing program. The arts suddenly come alive for children as they work directly with practicing artists. Funds are sometimes available from government grants or foundations to support programs in the arts.

A successful linking of cultural organizations has been developed in some cities in Massachusetts. For more information on this program, contact:

The Cultural Education Collaborative
164 Newbury Street
Boston, MA 02116

SENIOR CITIZENS

For the first time, education is opening its doors to the public and beginning to use one of our most valuable resources, senior citizens, whose experience, education and knowledge make them excellent volunteers. The number of senior citizens is growing dramatically. By the end of this century, there will be 30 million senior citizens in America. Many of these citizens would willingly be involved if you let them know they are needed.

One successful program is DOVES—Dedicated Older Volunteers in Education Service in Springfield, Massachusetts. This program's 125 volunteers tutor children in reading and math, teach swimming to the handicapped and help

children in woodworking, art and poetry.

For further information about possible programs, contact your local ACTION Office. Ask for information about programs such as the Retired Senior Volunteer Program (RSVP), Foster Grandparent Program (FGP) and Senior Companion Program (SCP). You can also contact your local Council on Aging. Many councils have listings of senior citizens who are interested in volunteer activities. (See also "Action," in Federal Programs section.)

For More Information:

The Older School Volunteer: A Great and Growing Resource, 1976. (Free)

Guidelines for Involving Older School Volunteers, 1978. (50¢)

National School Volunteer Program*
300 North Washington Street
Alexandria, VA 22314

SEX EDUCATION

Sex education provides children and adults with an opportunity to learn about their bodies and their sexuality. It also provides an opportunity to talk more openly about feelings, questions and attitudes about sex and relationships.

Sex education has often been a controversial topic and many cities and towns do not offer any sex education in their schools. Some people feel that this should be done in homes, churches and synagogues, but not in public schools. Many people believe that students need more information than they have now and that schools can play an important role in providing this information.

A comprehensive sex education program begins in the early grades. The curriculum is designed to give young children information on families, the growth of a baby, the birth process, and the nurturing of the young. As children mature, the content of the sex education curriculum becomes more sophisticated. But, those who support a sex education program in schools suggest that it should begin early and be appro-

priate for the child's age and interests. Too often, sex education has been thought of in narrow terms and seen as something that is a short program offered for adolescents.

Sex education programs in public schools must be carefully planned to allow students the chance for discussion. Those running programs must be sensitive to the different values that students within the group may hold and must foster an atmosphere of respect within the group.

This is an area where community resources may be particularly helpful to the schools. Some clinics and hospitals have health education staff who may work with school staff to design a sex education program. The Planned Parenthood League in many states has a Training and Education Branch that can provide valuable resources.

For More Information:

Planned Parenthood Federation of America*
810 7th Avenue
New York, NY 10019

SEX EQUITY

Are all educational programs in your child's school available to students of both sexes? If not, you should know that Title IX of the educational amendments passed by Congress in 1972 outlaws sex discrimination in any school or college receiving Federal funds. Title IX covers admission, all extracurricular activities, course selection, counseling, occupational education, testing, staff employment, scholarship funds and financial aid. It also requires a policy statement of non-discrimination and a self-evaluation.

In the past, occupational testing has measured abilities and interests of male and female students on two separate scales. Girls who scored high on mechanical aptitude have sometimes been counseled to sharpen their typing skills instead of pursuing electronics, engineering or plumbing.

Gym classes may not be sex-segregated, although groups within the class may be separated on ability. For athletic teams, skill and ability are the criteria, not sex. If a substantial number of female students cannot meet the skill criteria, the school must set up a comparable team for girls.

Under Title IX, pregnant students cannot be required to enroll in a separate educational program. If they want to, they can remain in the same school.

In work study, employment assistance or student apprenticeship programs, schools cannot honor employment requests which exclude one sex or the other. For example, a school must refer a qualified female student to an electronics firm and see that she is accepted or rejected on a non-discriminatory basis.

Parents who feel that their child has been discriminated against on the basis of sex have several options. Parents or students may file a grievance with the School's Title IX coordinator or through the school principal or district superintendent. (Title IX legislation requires school department personnel to respond within a set time frame.) Parents can also register their complaints with one of the ten regional offices of the Federal Office of Civil Rights. Some state departments of education also have a Bureau of Equal Educational Opportunity. They also have information on legislation which protects students from sex discrimination.

For More Information:

Resource Center on Sex Roles in Education
The National Foundation for the
Improvement of Education
400 N. Capitol Street, Suite 379
Washington, DC 20001

(Under a Department of Health Education and Welfare [HEW] contract, gives technical assistance on Title IX.)

Project on Equal Education Rights (PEER)
1029 Vermont Avenue, NW
Washington, DC 20005
(Monitors Title IX enforcement)

STREET LAW

Street law concerns aspects of law which provide people with an understanding of their legal rights and responsibilities and help them in their daily lives. Programs teaching citizens about street law are being implemented in elementary and secondary schools, colleges, adult education centers, correctional institutions and a variety of community settings throughout the country.

In 1972, the DC Citizens for Better Education initiated a street law program in two pilot high schools in Washington, DC. The course, taught for credit by teams of law students, now includes criminal, juvenile, consumer, housing, family and individual rights law. Street law courses include extensive in-class student involvement through role-playing, simulations and problem solving, guest speakers, field trips and legal projects in the community. High school students also contribute articles to the monthly Street Law Newsletter. The spring semester's high point: a city-wide mock trial competition in which high school students play attorneys' and witnesses' roles in trials presided over by local and Federal court judges.

The success of the District of Columbia's Street Law Project, as well as the many requests for information from educators and people involved in the field of law all across the country, led to establishment of the National Street Law Institute. The Institute provides technical assistance, develops curriculum materials and otherwise assists groups developing or expanding programs in law education for citizens.

For More Information:

Street Law: A Course in Practical Law, 1975. (\$6.35)

Street Law: A Course in the Law of Correction, 1975. (\$3.75)

National Street Law Institute*
605 G Street, NW, Suite 401
Washington, DC 20001

SUSPENSIONS

Suspension keeps a student from coming to school for a stated period of time because of disciplinary reasons. Depending on the school or school system, suspension may result from behavior ranging from excessive tardiness to fighting or vandalism. Suspension is a serious step taken only by principals and usually based on a written policy intended to protect the rights of other students, teach the student in question a lesson and/or set an example for other students.

The term suspension is a broad one. Most suspensions mean that the student is not to be in school for a period of one day to two weeks. At the end of the suspension, it is usually expected that parents will return to the school with their child for a conference with the principal and teacher.

Lately, many schools have developed an in-school suspension policy, which means students remain in school but are isolated from the general student population. This type of suspension is also followed by a parent-principal conference.

Expulsion, the process of permanently removing a student from the school, may occur after a series of suspensions or after a particularly serious infraction. The student is then transferred to another school. School officials are then required to inform parents and the student of their rights and explain the transfer process.

Another term which applies here but is rarely discussed is exclusion. Some schools may try to completely bar a student from school for physical, emotional or psychological reasons. Exclusion procedures must always involve parents. If schools think it is necessary to exclude a student they must assist parents in finding a suitable placement for their children.

Policies regarding suspension, expulsion and exclusion should be written and available to parents. In all cases Federal standards require that due process be granted to the student and parents when a school is going to suspend, expel or exclude a student.

For More Information:

Children's Defense Fund*
1520 New Hampshire Avenue
Washington, DC 20036

Center for Law and Education*
6 Appian Way
Cambridge, MA 02138

Institute for Child Advocacy
4305 South Broadway
Los Angeles, CA 90037

American Friends Service Committee*
Dayton Regional Office
915 Salem Avenue
Dayton, OH 45406

For More Information:

The National Education Association*
1201 16th Street, NW
Washington, DC 20035

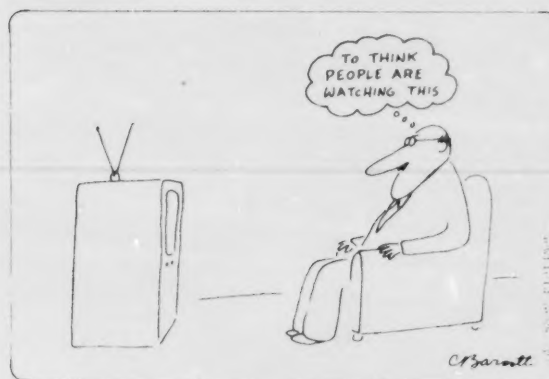
American Federation of Teachers*
11 Dupont Circle, NW
Washington, DC 20036

TEACHERS' ORGANIZATIONS

There are two large and powerful national teachers' organizations—the National Educational Association and the American Federation of Teachers, an affiliate of the AFL-CIO. Both groups have state and local affiliates in most states and school districts in the country. The AFT and its affiliates are the dominant group in most large cities, while NEA groups are stronger in suburbs, smaller cities and towns.

Most teachers' organizations are active in lobbying for their interests at the state and national levels, and often make contributions to candidates for office. Many of them also have projects and publications about improving the schools. The office of your local teachers' organization probably has a list of publications and services that might be of interest to citizens.

In some cities, there are also separate caucuses or organizations of minority teachers. Some of these groups are interested in working with parents on school issues. The fastest way to find out whether there is such a group in your school district is to ask a teacher who is a member of a minority group.



TELEVISION AND YOUTH

Before graduating from high school, the average American child has spent more time watching television than in the classroom—15,000 hours. Some programs, like "Sesame Street" or "Footsteps," are interesting and useful educational tools for children and adults. Unfortunately there is another, less beneficial side to television.

Television's impact on youth, through programs and commercials, and the relationship between television and social problems has become the concern of several citizen groups.

The National PTA has addressed television violence and demanded that TV networks and local stations reduce the amount of violence portrayed on all TV programs and commercials. They recommend economic pressure on sponsors and broadcasters, protests to station managers, letter-writing campaigns to the Federal Communications Commission (FCC) and work-

shops by local PTA's to alert parents and the public to the possibly dangerous effects of TV violence on children.

Another citizen group, Action for Children's Television (ACT), mobilizes communities to take action against offensive programming by putting pressure on television networks, stations and sponsors to become more accountable to the public. In addition to lobbying for regulations on advertising, ACT has studied alternative financing for children's programs, racism in children's television, the content of network programming and parental attitudes toward television programs for children.

Television can have a strong influence on people, especially children. It is important for parents and citizens to remember that, by organizing and working as a vocal and active group, they too can influence television programming so that it becomes a positive force in children's lives.

For More Information:

National PTA*
700 North Rush Street
Chicago, IL 60611

How to Treat TV with TLC: The ACT Guide to Children's Television, Evelyn Kaye, 1979. (\$5.95)
Nutrition Game, 1976. (\$2.00) (also available in Spanish)

Action for Children's Television*
46 Austin Street
Newtonville, MA 02160

TESTING

Students take several kinds of tests during their school career; most common are tests prepared by teachers to check progress in different subject areas.

Students also take "standardized" tests developed by educational specialists and tried out on a sample group of children. When a student takes one of these tests, his or her score is compared to those of children the same age in the sample. Standardized tests are supposed to measure three major areas—intelligence,

achievement or present skills level, and aptitude, or natural ability.

Millions of dollars are spent every year to test children. Test results have a big impact on people's lives. They affect parents, teachers, and school programs. Test results affect how children feel about themselves as well as how taxpayers feel about schools. Tests are used to label, reward and punish children. They influence their placement in particular subjects and classes, and their eligibility for college and other training after high school. Tests also affect what schools teach.

Tests and their results are very controversial. Some standardized tests are unfair to minority and poor children because they are racially and culturally biased. Parents and school officials should beware of tests which unfairly label students or narrow their opportunities.

For More Information:

The Huron Institute
123 Mt. Auburn Street
Cambridge, MA 02138

(Provides staff support for the National Consortium on Testing, a coalition of national educational organizations committed to a critical review of standardized testing and development of alternative means of educational assessment. Is currently preparing booklets related to testing.)

Testing Digest, quarterly journal. (\$4.00/year for students and unemployed persons, \$6.00/year for others)

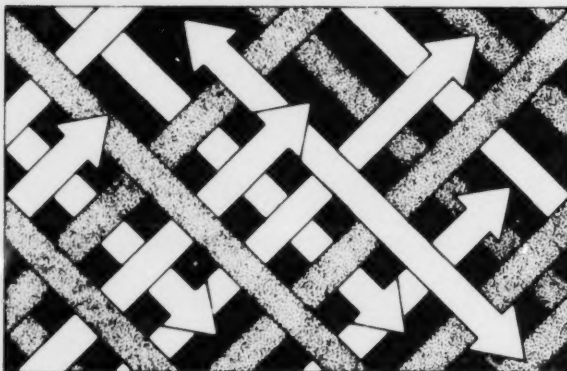
De-Test
Box RRR
Wesleyan Station
Middletown, CT 06457

"The NAACP Report on Minority Testing," 1976. (\$1.00)

National Association for the Advancement of Colored People*
1790 Broadway
New York, NY 10019

The Myth of Measurability, Paul L. Houts, New York: Harcourt and Brace, 1977. (Available in libraries)

"Understanding the Gobbledy-gook: A People's Guide to Standardized Test Results and Statistics," *Testing and Evaluation*, Association of Childhood Educational International, 1975. (Available in libraries)



TRACKING

The term tracking refers to a system which groups children by ability or curriculum level. For example, a high school might contain four distinct tracks—academic/pre-college, general, vocational and special academic. But tracking is not always restricted to the high school level. Some school systems track students from the first through the twelfth grades.

It is important to ask how a student is assigned to a track. Usually the selection process is based on a combination of factors, such as I.Q. tests, scores on standardized reading and math tests, and report card grades. Three problems can arise from this selection process and from tracking.

First, the greatest reliance is often placed on either the I.Q. or reading test results. Some students do not test well. In other cases, the tests themselves do not measure ability accurately. Many tests are culturally and racially biased. Therefore, some students are at a disadvantage even before they begin.

Second, it is often very difficult for students to switch from one track to another. Students become "locked in" on one track, even if their assignment was based on inaccurate or unfair test results. Different tracks offer different opportunities and one unfortunate consequence of this system is that it may limit a student's educational opportunity.

Third, assignment to a track influences what teachers expect from and offer students. Research has shown that children are influenced by teacher expectations and often perform according to the teacher's general expectations for that track.

If there is a tracking system in your community, you may want to know how students are assigned to different tracks, what tests are used and when, and how students may change tracks. Ask for statistics on the racial breakdown of students in each track. A 1964 Federal Court ruling against the tracking system in Washington, DC public schools has made it illegal for a tracking system to be used to segregate students by race or class.

For More Information:

Inequality in Education, 1978. (\$1.50)

Center for Law and Education*

6 Appian Way

Cambridge, MA 02138

(The journal devoted its 14th issue to "Testing and Tracking: Bias in the Classroom.")

VOLUNTEERS IN SCHOOLS

Thousands of people volunteer their time in public schools across the nation. These volunteers include senior citizens, college students and men and women of all ages. They tutor individual children, act as classroom aides, assist library and lunch services and, if they have special skills, gives lectures and demonstrations.

Many teachers and principals who first doubted non-professionals' ability to make a real contribution have found that volunteers

enrich the school experience because they have time to offer personal instruction and serve as "listening posts" for children. The National School Volunteer Program and the National Center for Voluntary Action can provide people who want to start volunteer programs in their schools with tips, guides and examples of successful programs across the country. (See also Senior Citizens, Resources in the Community and Youth Participation.)

For More Information:

National School Volunteer Program*
300 North Washington Street
Alexandria, VA 22314

National Center for Voluntary Action*
1785 Massachusetts Avenue, NW
Washington, DC 20036

most important issue is whether a voucher plan would create even more separation between their children and children from middle class and wealthy families. Some fear the educational system might become even more segregated by race and class than it now is.

New proposals for voucher plans are likely to be seen in several states.

For More Information:

The Educational Voucher Intrigue: An Analysis of Its Impact on the Alum Rock Community, by Felix Gutierrez and Gloria Chacon, 1974. (50¢ plus 20¢ postage)

Southwest Network
1020 B Street
Hayward, CA 94151

Education by Choice: The Case for Family Control, by John E. Coons and Stephen D. Sugarman. University of California Press, 1978. (Available in libraries)

VOUCHER PLANS

A voucher plan gives parents of schoolage children a voucher or certificate of fixed value which can be exchanged for education costs at a school of the parents' choice. This system allows parents to choose among schools and then use the voucher to pay all or part of the bill for schooling. Many voucher plans have been proposed, but only a few have actually been carried out. One voucher plan, supported by a Federal grant, was used for five years in the public schools of Alum Rock, California. The program was finally discontinued with considerable disagreement about how well it had worked.

Those who favor vouchers argue that they give parents more direct influence because they can "vote" with their vouchers. They say this encourages schools to improve in order to compete for students.

Those who oppose a voucher system fear that, if vouchers were widely used, many public schools might not be able to survive. For low income and minority grassroots people, the

YOUTH PARTICIPATION

There are now hundreds of projects across the country providing opportunities for youth to assume responsible roles in their schools and communities. Four common types are:

- *Service to Others:* Youths work in tutoring programs, day care centers, senior citizen homes, programs for handicapped children or adults.

- *Service to the Community:* Youths work in projects like environmental protection, citizen education, community archaeology or oral history.

- *Social Action:* Youths contribute to projects aimed at social change: passage of consumer protection laws, establishment of run-away shelters or drug rehabilitation facilities.

- *Community Internships:* Youths volunteer as interns in community agencies, programs or businesses.

Young people initiate and run many of these projects. Most provide an opportunity for young people to participate constructively in the "real world."

For More Information:

The National Commission on Resources for Youth*
36 West 44th Street
New York, NY 10036

ZERO SUM GAME

A zero sum game always produces winners and losers. Schools, as they stand now, are often a zero sum game. This guide, however, is dedicated to the proposition that all sides—parents, teachers, students, administrators and other interested citizens—can work together in mutual respect so everybody wins.

Tool Kit



This Tool Kit gives practical information on a variety of education-related topics. Tips on how to deal with the school system, what to look for when visiting a classroom, how to check for learning disabilities and where to get help when your family is in crisis are among the tools provided. For more general information on these subjects, refer to the appropriate chapters or the A to Z topics.

HOTLINES FOR FAMILIES AND CHILDREN IN CRISIS

Parents and children in trouble no longer need to hide their problems within the family. National, regional and local crisis intervention centers have been set up to help anyone in need. Nationwide hotlines, which operate 24 hours a day, can provide information and advice to teenagers concerned about venereal disease or parents worried about a run-away child. All hotlines and crisis intervention centers operate under a strict rule of confidentiality.

There is also a regional listing of hotlines for parental stress and child abuse. Some of these centers are private, nonprofit organizations. Others are legally mandated state centers that do not provide direct service, but will refer callers to local crisis intervention centers.

You can also find the numbers for other hotlines in your state by calling: **800-555-1212**.

NATIONAL HOTLINES

Runaway Switchboards

- National Runaway Switchboard
2110 N. Halsted Street
Chicago, IL 60614
800-621-4000
- Operation Peace of Mind
P.O. Box 52896
Houston, TX 77052
Out-of-state: **800-231-6946**
In-state: **800-392-3352**

(Runaway children may leave a message for their parents at either center.)

Veneral Disease Information

- National Operation Venus
1213 Clover Street
Philadelphia, PA
800-523-1885; 800-462-4966

REGIONAL HOTLINES

Child Abuse and Parental Stress (private, nonprofit centers)

- Arkansas—**800-482-5964**
- California
Livermore—Parental Stress Service
415-443-5333
Oakland—Parental Stress Service
415-655-3532
Santa Barbara—Child Abuse Listening
Mediation
805-963-1115
Union City—Parental Stress Service
415-487-0622
- Iowa—**800-362-2178**
- Maryland
Baltimore—Family Help Line
301-396-4194
- New Mexico—**800-432-4405**
- New York—**800-342-3720**
- Pennsylvania
Philadelphia—Child Abuse Prevention

Effort (CAPE)

215-831-8877

- South Dakota—**800-592-1865**
- Virginia—**800-552-7096**
- Washington, DC—Families and Children
in Trouble (FACT)
1690 35th Street, Washington, DC
202-628-3228

(The FACT Hotline has a listing of crisis information centers and provides referral service for DC and surrounding areas.)

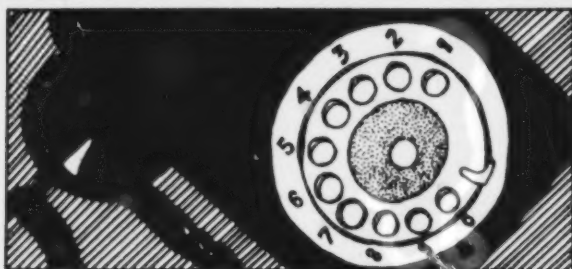
Child Abuse and Parental Stress (legally mandated state hotlines)

These hotlines do not provide direct service, but will refer callers to community service agencies in their particular area.

- Connecticut—**800-842-2236**
- Florida—**800-342-9152**
- Maine—**800-452-1999**
- Missouri—**800-392-3738**
- New Jersey—**800-792-8610**
- Pennsylvania—**800-932-0313**
- West Virginia—**800-642-8595**

(See also A to Z topic, "Families and Children in Crisis.")

Source: *Caring*, Vol. 4, No. 1 (Spring 1978), National Committee for Prevention of Child Abuse.



YOUR TELEPHONE IS A POWERFUL ALLY

The telephone is one of the most universally used and feared items.

Although the telephone is a mainstay of American life, the grassroots person seeking information can find its use a formidable challenge.

Very often, people who answer the phones are trained to deter and filter out callers who seem to be unsophisticated, unknowledgeable or hesitate about asking questions. The telephone can be a powerful ally, however, particularly if quick information is needed by your local organization. The following are a few suggested ways to make the telephone your ally:

- Before picking up the receiver, be well prepared. For example, if you want technical assistance on child advocacy from the Children's Defense Fund, know the meaning of the word *advocacy*.
- Before you make your call, have a pad of paper and pen or pencil at your fingertips.
- State your name, organization, place of residence and reason for calling. If you have the name of someone influential who referred you to the particular organization, use it; if you're looking for general information, ask for the information specialist or someone in the communications department.
- State your request clearly, whether it be for publications, financial information, technical assistance, or additional referrals.
- Don't become deterred or dismayed or impatient when placed on hold, referred to someone else, or told the organization will return the call. You may have to repeat your reasons for calling over and over.
- Be as specific as possible when asking for information, and thank whoever helps you out.

VISITING THE CLASSROOM

Any of the following circumstances may indicate the need for you to visit your child's class:

- Your child tells you he or she is having learning or social problems
- Your child says nothing about classwork or teachers
- Your child goes to a new school or has a new teacher
- A teacher tells you your child is having learning or behavior problems
- A teacher or your child describes a project you'd like to learn about
- You prepare for or follow-up a parent-teacher conference
- You prepare for or follow-up an individual education plan for a child with special needs
- You question the appropriateness of your child's placement in a regular or special classroom

The best teachers and administrators welcome observers. If you are pleasant and positive, there should be no problem arranging a visit. Give everyone a break by avoiding appointments on Fridays and on days before or after holidays.

To set up a visit, first approach the principal and explain which class you want to observe and why. He or she will then meet with the teacher to pick a mutually convenient day. When you meet the teacher, explain again why you want to visit.

If you meet with resistance:

- be firm with the principal and/or teacher
- organize with other parents wishing to observe classrooms
- present your case, as a parents' group, to the principal and/or school board

What to watch for in the classroom:

- When you arrive, ask to see the lesson plans and daily schedule.
- Study the plans for both academic and non-academic subjects.
- Is the teacher following the lesson plan?
- Is there a sequence to the lessons—i.e.,

does Tuesday's work relate to Wednesday's assignment?

- Watch the children's reactions. They should be challenged but not frustrated. Are they well motivated?

- Does the teacher move about instead of sitting or standing in one place?

- Does the teacher help children feel they have worth?

- Is the teacher firm in an attentive way or merely directive?

- Is there discipline with warmth?

- Are there several groups for reading and math? There ought to be at least three of each.

- Does the teacher do all the talking?

- Is there purpose to the dialogue?

- Is the room environment attractive? Does it feature the students' creations as well as the

teacher's?

- Are the pupils confused about what is expected of them?

- Can you identify the lesson objective?

- Are there interest centers? (An interest center is a classroom area for special activities, such as a science table with equipment or a place for listening to music.)

- Does discussion encourage students to draw conclusions?

Keep in mind that you are visiting out of interest in your child. As an observer, your role is not to correct or disrupt, but to watch. Stay for only one lesson or activity period at a time.

Adopted from *Observing in the Classroom*, Bruce C. Davis, Dewey and Marshall Elementary Schools, Rosemead, California, 1978.

SCHOOL-COMMUNITY RELATIONS REPORT CARD

SCHOOL-COMMUNITY RELATIONS

	Excellent	Satisfactory	Unsatisfactory
The school has a good reputation in the community			
The principal and teachers help build up the community			
The community is involved in many school activities			
Teachers make home visits often			
You and your neighbors feel welcome in the school			
Parents' comments:			
Students' comments:			

Suggested scoring:

excellent—2

satisfactory—1

unsatisfactory—0

Your school's score: _____

From: *A Report Card to Help Parents Rate Their Child's School*, The United Bronx Parents, 791 Prospect Avenue, Bronx, NY 10455.

EFFECTIVE MEETINGS

Meetings are important to every group or organization. Yours can be productive and help build a strong group, or they can be a waste of time. There are a number of things you can do to make your meetings more effective.

In the planning stage:

- Select a convenient time and meeting place.
- Make it clear to people why it is important for them to come. A personal contact that makes the meeting sound interesting and important is the most successful way of getting people to attend.
- Develop an agenda carefully with a time schedule. The agenda, sent to members in advance, should clearly state the purposes of the meeting.

Many groups die because their meetings are dull. To combat boredom:

- Follow the agenda and time schedule so that the meeting does not drag on.
- Leave time in the agenda for new ideas.
- Involve as many people as possible in the discussion.
- Don't shy away from problems or disagreements. Share them and allow time for people to vent their feelings. The group will then get excited and involved in working together on solutions.
- Provide coffee and refreshments to help make people feel welcome and give them an easy way to socialize.

Don't let the meeting fizzle out!

- End every meeting with a decision. The group should be able to restate the outcome of each agenda item.
- Review tasks and make sure that people agree on what is to be done before the next meeting.

FOR PARENTS OF CHILDREN WITH SPECIAL NEEDS

When You Are in Conflict with Your School System

The rights of parents to question actions or decisions of schools is clearly written into The Education for All Handicapped Children Act and regulations for Section 504 of the Rehabilitation Act. Both laws provide legal options for exercising your right to protest. But before you take legal steps, you want to use every available channel of communication with school representatives, to try to settle disputes through understanding and persuasion.

It is important to be aware of the people you can turn to for advice—and the key officials with whom you should discuss your problems. Here is a checklist you can use—to help you take constructive action when things seem to be going wrong. Remember: Your handicapped child has the right to a free, appropriate education. That right is guaranteed by law.

1. Talk to your child's classroom teacher and to other school people who are aware of your child's needs, such as the counselor, nurse, school psychologist or social worker. Naturally not all of these people are involved in every situation. Discuss the problem you see with any and all of the staff members who do know your child, to see if adjustments or changes can be made through new understanding and effort.

2. If these first steps don't work, do be sure to find out who among these school people will be willing to help you go further. Is the teacher sympathetic to your needs? Will he or she stand by your request? Does the counselor have information that will help? Ask them if they will be willing to come to meetings with you later, or to supply letters or statements in support of your position.

3. Discuss your concerns with other professionals outside of school who know your child, such as your family doctor, pediatrician, psychologist, audiologist, neurologist or other specialist. Will they support your efforts to get new services for your child? Will they write letters, or

come with you to important conferences to answer questions? Will they express their views on a tape recorder—for you to bring to the school?

4. Remember to keep notes of your conversations and a file of up-to-date records. This is invaluable.

5. Discuss your complaints with the school principal. Have a clear idea of your reasons for requesting a change in your child's program, and present your documentation. Be straightforward and self-assured. You are an equal in this and other school conferences. It's neither necessary nor productive to be aggressive or apologetic. Approach it as a situation in which both of you are seeking a solution to a problem.

6. Go directly to your district director of special education or director of pupil personnel services if the school is unable (or unwilling) to change its decisions. If no such staff positions exist in your district, contact the superintendent of schools. The superintendent is responsible for all school programs in the district, and must be involved if other officials are unresponsive. Again, your notes, records and other files should be in order. Use them. In all of these conferences, it is important to know what part of the Federal and/or state law protects your child's rights.

It probably will be necessary to have more than one meeting to settle things. When meetings are held, make clear that you would like to have other people present who know your child and are familiar with the problem. Ask to have them included so that the discussion will be as productive as possible. Many problems can be settled just this way.

7. Bring your complaint before the local school board if none of these approaches works. Increasingly, there are members of school boards who are deeply concerned about special education and they may be able to take action on your behalf. Even if their actions do not bring about immediate results that help your child, school board members can, in the long run, see to it that education programs are developed, that teachers are trained for new responsibilities,

that schools are accessible and capable of meeting special needs of handicapped children.

8. Get in touch with your state director of special education. He or she should have information and advice you can use. State departments of education are responsible for carrying out the provisions of P.L. 94-142. Explain fully what you see as a violation of your child's right to free, appropriate education under the law. Find out what action they can take to help the situation.

9. States are required by P.L. 94-142 to appoint complaint officers to investigate problems and monitor the implementation of the law. Find out if your state department of education has appointed someone to fill this position. Contact this officer for further advice, clarification of your rights under law, and suggestions for action.

10. Find your allies! In addition to reaching and conferring with these people, it is extremely important to get support from other well-informed and skilled allies. They include:

- Members of state and local chapters of parent and advocacy organizations, such as Association for Children with Learning Disabilities, Association for Retarded Citizens, National Association of the Deaf, United Cerebral Palsy—and groups representing other disabilities.

More and more parents are now trained and ready to go with you to school meetings, help decide what to do next, how to present your case. If you have difficulty locating parent groups concerned about your child's handicap, write to Closer Look.

From: *Common Sense from Closer Look*, Closer Look, 1201 16th Street, NW, Washington, DC 20036.

Reading Readiness Skills: Games Parents Can Play with Their Preschool Children

Visual Discrimination

(to see similarities and differences in colors, symbols and patterns)

"Find My Twin": have child play matching games with colors, letters, and words

"Seek and Find": show child a letter or word, and have him or her hunt for the same in a book or magazine

"Print It": have child make or trace letters with clay, sand, crayons or fingerpaints

Comprehension

(to understand that printed words match spoken words and to understand the meaning of printed words)

"The Name's the Same": have child compare the names and word labels of household objects

"Let's Write a Story": help child dictate three sentence stories and point out words as you write and read them

Social Development

(to help qualities being developed naturally—self-confidence, persistence, independence, cooperation)

"Let's Decide": allow child to help plan activities or solve problems

"What I Like About You": take turns completing this sentence with your child

Motor Control

(to develop eye-hand coordination and large and small muscle control)

Music Games: have child do rhythmic movements to music—hopping, skipping, jumping, etc.

Sandbox Play and Blocks: have child do play-ground exercise and build with blocks

Language Development

(to develop listening and talking skills through conversation)

"Name Game": have child name and guess the names of objects

"Tell Me a Story": read and discuss stories with your child; have your child tell a story and write it down

Sound Discrimination

(to distinguish similarities and differences in sounds)

"What Is It?": have child identify common sounds he or she hears

"Starts Like": say a letter and have child find other words with the same first sounds

Adapted from Shirley A. Jackson, Acting Director, National Right to Read Effort, Office of Education.

STUDENT RECORDS: RECORDING YOUR COMPLAINT

Inspection of Student Records

Date of your request to see records _____
Date you received response from school _____
Date of appointment with school official _____
Types of records reviewed _____
Records withheld (disciplinary, psychiatric, etc.) and reasons given _____

Misleading or inaccurate statements discovered _____

Were copies provided upon request? _____
Were explanations provided upon request? _____
Names and titles of all school officials who handled your request _____

Correction of Student Records

Date of your request to correct/delete information _____
Date that school granted or denied your request _____
If denied: Date of your request for a hearing _____
Date scheduled for hearing _____
Name and title of hearing officer _____
Date that decision was issued _____
Outcome of hearing (records deleted/corrected, statement submitted by parent or student) _____

Enforcing Your Rights

Date of your complaint letter to HEW _____

Reprinted from: *Your School Records*, The Children's Defense Fund, 1520 New Hampshire Avenue, Washington, DC 20202 (55¢).

MEETING WITH OFFICIALS

DO:

- Appoint several people as spokespersons to present the case;
- Practice your arguments in role-playing sessions beforehand;
- Write down the points you wish to discuss before the meeting, and stick to those points;
- Appoint a member to take notes;
- Build your arguments carefully and be prepared to support each other;
- Answer unanswerable questions with another question;
- Trust your own feelings on the issues.

DON'T:

- Allow yourself to be intimidated by complicated figures and doubletalk;
- Let the official throw you off track;
- Permit the official to tell you what somebody else should or should not be doing about the problem—that's not why you came;
- Feel you need a mob to be effective—two or three vocal, determined people can get the job done;
- Leave the office until you've talked to the person you came to see, not an assistant.

Send a follow-up letter to the official outlining the points discussed and the points *agreed upon* at the meeting. Send copies of this letter to other officials and people who can help.

Adapted from: *Do's and Don'ts for Meeting with Officials*, Parents Union for Public Schools in Philadelphia, 401 N. Broad Street, Philadelphia, PA 19108.

SAMPLE LETTERS

The following are models for letters you may need to write to school and government officials. Always keep carbon copies of such letters for yourself.

Requesting A Conference With A Teacher Or Counselor

Date: _____

Teacher's Name _____

_____ Elementary School

(Address)

_____ (City State Zip Code)

Dear _____:

My son, _____, is in your third grade class. I would like very much to meet with you next week to discuss his progress in school. At that time, I would like to see samples of his work in class, his test scores, grades, and any other materials which you feel are pertinent.

I will be happy to meet with you after school any day next week at your convenience.

I look forward to hearing from you.

Very truly yours,

(Sign name)

Return Address

Telephone Number

Filing A Title IX Complaint

Date:

Department of Health, Education, and Welfare
Branch Chief of Higher Education
(Your regional
Office of Civil Rights)

Re: TITLE IX COMPLAINT

Dear Sir:

I would like to file a Title IX complaint with your office because I have been discriminated against on the basis of sex. The specific incident of discrimination occurred less than 180 days ago.¹ _____

(Describe the specific incident here)

It is my belief that this was a discriminatory practice and that it is in contravention to Title IX which prohibits discrimination based on sex in any project or activity receiving Federal funds.

I do not (or do) wish to use my name in investigating this complaint.

Sincerely,

(Sign Name)
Return Address
Telephone Number

1. If the type of discrimination is ongoing and is continuous, you may not have to file within 180 days although it is always safer to do so within 180 days.
2. If possible, include the date the alleged discrimination occurred, the person responsible, the person's title and department, your work relationship to the person committing the alleged discrimination, and whether other persons are similarly treated.

Requesting Permission to Speak Before the School Board

Date:

President of School Board
Address _____
City _____ State _____ Zip Code _____

Dear _____:

My name is _____ and I live at _____. I would like to be placed on the agenda to appear before the school board at the next meeting of the board. I plan to discuss _____

Please notify me when the next meeting is to be held and the approximate time when I can expect to speak. My telephone number is _____.

Sincerely,

(Sign name)

Requesting Conference With Principal

Date:

Principal

_____ High School

(Address)

(City State Zip Code)

Dear _____:

My daughter, _____, is a senior at Knight High School. On April 8, 1975, my daughter informed me that she had been suspended from school. I, however, received no formal notification either as to the suspension, the reasons for the suspension, or the length of time involved.

I would like to meet with you to discuss this matter at your earliest convenience.

Very truly yours,

(Sign name)

Return Address

Telephone Number

From *Working With Your School*, A handbook of the Texas Advisory Committee to the U.S. Commission on Civil Rights, 418 South Main Street, San Antonio, TX 78204.

LEARNING DISABILITIES

Checklist for Children

If you answer yes to three or more of these questions, your child may have a learning disability caused by physiological problems that could respond to treatment.

More detailed sets of questions are available in three categories: for pre-schoolers, grades 1-8, and high school. All are contained in a leaflet available for 50¢ from: The New York Institute for Child Development, Inc., 205 Lexington Avenue, New York, NY 10016.

1. Does your child have difficulty understanding what he or she reads?
2. Does your child avoid sports or activities that involve catching or throwing a ball?
3. Does your child confuse left and right?
4. Does your child seem to "tune out" at times?
5. Does your child frequently walk into things or trip?
6. Does your child move his or her lips while reading or follow the lines with a fingertip?
7. Is your child irritable before and/or shortly after meals?
8. Did your child have trouble learning how to tie and/or button and/or lace?
9. Was your child colicky?
10. Did your child need help walking after two years of age?
11. Is/was your child unable to use a pencil, crayon or scissors at five years of age?
12. Is/was your child not speaking words at two or phrases at three?
13. Is your child unable to sit quietly for a 15-minute car ride?
14. Is your child unable to sit quietly through a meal?
15. Does your child only play with older or younger children?

16. Is your child overly aggressive with parents and friends?
17. Does your child have frequent stomachaches and/or headaches not accounted for by routine physical examination?
18. Does your child go from one activity to another without ever finishing anything?
19. Does your child have an excessive craving for sweets?
20. Does your child wet the bed after training and/or four years of age?

From: *Parade Magazine*, December 10, 1978.

PARENTS' BILL OF RIGHTS

Every Parent Has the Right To:

1. *Be treated with courtesy* by all members of the school staff.
2. *Inspect his or her child's cumulative record* and remove or correct any false or misleading statements in conformity with current guidelines established by the state and Federal governments.
3. *Visit schools and classes* after notifying the principal and in accordance with guidelines which establish the rights of parents, while protecting the rights of teachers.
4. *Be informed of academic requirements* of any school program.
5. *Be informed of school policies* and administrative decisions.
6. *Be informed of approved procedures* for seeking changes in school policies and for appealing administrative decisions.
7. *Be informed of all programs* in special education.
8. *Appeal the placement*, in accordance with established guidelines, of his or her child in a special education class.
9. Expect that every attempt will be made by school personnel to insure the receipt by parents of important news and messages from school.
10. Participate in meaningful parent-teacher conferences to discuss his or her child's school progress and welfare.
11. Reasonable protection for his or her child from physical harm while under school authority.
12. Organize and participate in organizations for parents only.
13. Assistance from school personnel to further the progress and improvement of his or her child, which includes, but is not limited to, counseling, tutorial and remedial programs, as well as information about academic and psychological services within and without the School District.
14. A full day of education for his or her child within the legally defined number of hours and days.
15. Participate in planning and scheduling whenever shifts are necessary.
16. To be informed of the procedures, data and information required to properly select and assign administrators, principals and faculty.
17. To be informed of the services and data that enable administrators and principals to properly carry out their functions, powers and duties.
18. Assist in the interviewing and selection for principals.
19. Participate in faculty evaluation under agreed upon guidelines approved by the Board, recognizing that the responsibility for final evaluation rests with the principal.
20. Be respected as an individual, regardless of race, creed, national origin, economic status, sex or age.
21. A grievance procedure with the right of judicial appeal.

Source: *The Parents' Bill of Rights*, Parents Union for Public Schools in Philadelphia, 401 N. Broad Street, Philadelphia, PA 19108.

NATIONAL ORGANIZATION DIRECTORY



The organizations listed here offer a wide range of services to individuals and citizen groups. Only a general description of each one is given, but organizations welcome requests for information. Don't hesitate to ask for their assistance. Most organizations offer a *referral* service; that is, if you have a specific problem that they aren't equipped to handle, they have enough information to be able to tell you who you can contact for direct help. Likewise, many organizations have developed *networks*—loose, informal, voluntary arrangements of individuals or groups that support each other with information and other assistance. These organizations may have sources of information unavailable to individuals. They may also operate *clearinghouses*, central offices for the collection and dissemination or distribution of information. These organizations are here to help you—parents, children and consumers.

Access, Inc. — Association for Cross Cultural
Education and Social Studies
4701 Willard Avenue, Suite 102
Washington, DC 20015; 301-656-8858

A newly formed group designed to study all facets of human development. Can give technical assistance, design program development and evaluation, career/occupation-oriented educational programs, grantwriting training, survey research. Has helped the Spanish Educational Development Center. No publications as yet.

Action for Children's Television (ACT)
46 Austin Street
Newtonville, MA 02160; 617-527-7870

Works to improve broadcast practices related to chil-

dren through education, research, and legal action. Resource library with special research collection on children and television, open to public by appointment. Distributes film, newsletter, reports, bibliography. Has served parent-teacher organizations, church and community groups, professional associations.

American Association of Spanish Speaking Certified
Public Accountants
3435 Wilshire Boulevard, Suite 912
Los Angeles, CA 90010; 213-748-8627

Provides American Institute of Certified Public Accountants scholarship application blanks; information on the accounting profession; needs of small businesses (English and Spanish). Does not provide free accounting assistance.

financial assistance, private tutoring for CPA qualification. Has served minority certified public accountants and students, other Hispanic organizations on related issues.

American Association of University Women (AAUW)
2401 Virginia Avenue, NW
Washington, DC 20037; 202-785-7700

Works to secure equal opportunities and advancement for women in education as well as in industry, government, and the professions. Has provided spokespeople, materials and donations to help the ERA, testified for Federal aid to education, helped elect women to school boards, monitored Title IX, examined sex-role stereotyping in elementary textbooks. Has state affiliates. Publications on women's equity, sex-role stereotyping. Will respond to individual requests for information largely on referral basis.

American Bar Association Special Committee on Youth Education for Citizenship (ABA—YEFC)
1155 East 60th Street
Chicago, IL 60637; 312-947-3960

Created to help young people learn about law, legal process, legal system through programs, curriculum development, publications on law-related education. Provides clearinghouse, consulting help.

American Civil Liberties Union (ACLU)
22 East 40th Street
New York, NY 10016; 212-725-1222

Committed to the protection of civil liberties through legal assistance and public information. Affiliates, located in most states, screen requests for legal help involving civil liberties issues. Selects test cases important in establishing the rights of a group of people—for example, student rights. Affiliates maintain speakers' bureau, provide education programs for students and parents. Publishes pamphlets and handbooks on legal issues, including student rights. Publications available at low cost.

American Federation of Teachers (AFT)
11 Dupont Circle, NW
Washington, DC 20036; 202-797-4400

One of two major national teachers' unions. Provides research, information and legal services to a network of state and local teachers' unions. Provides information on legislation and lobbies for interests of teachers at state and

national levels. Sponsors conferences and annual convention. Publishes monthly journal, newsletters and pamphlets.

American Friends Service Committee, Inc. (AFSC)
1501 Cherry Street
Philadelphia, PA 19102; 215-241-7000

Operates programs of service in the U.S. and abroad. Founded in 1917 as the service agency of the Society of Friends (Quakers), maintains a national and ten regional offices. Works to promote social justice and provides technical assistance and support through community projects. Currently sponsors several education projects. Projects have focused on student rights, discipline, desegregation and minimal competencies. Many publications, slide tapes available. (A list of education programs appears after the "Legal Rights" chapter.)

American Montessori Society
150 Fifth Avenue
New York, NY 10011; 212-924-3209

Promotes better education for children through teaching strategies consistent with Montessori system and incorporation of this approach into American education (at present about 400 schools in U.S.). Approves teacher training courses, maintains Materials Center, conducts consultation service for member schools, sponsors regional workshops. Interested in developing Montessori classes in inner city communities and schools. Publications for teachers, parents and administrators.

Anti-Defamation League of B'nai B'rith
315 Lexington Avenue
New York, NY 10016; 212-689-7400

Seeks to counter prejudice and discrimination against Jews and other minority group members, and build understanding of Jewish cultural and religious life. Services include education and training, community action, information services, and legal action. Has assisted desegregation task forces and Title I parent groups. Printed materials, audio visual aids, consultation also available to school systems and citizen groups.



Asian Law Caucus, Inc.
1322 Webster Street, Suite 210
Oakland, CA 94612; 415-835-1474

Provides legal advice and assistance to Asian American grassroots groups. Has served a hotel tenants' association, Chinatown neighborhood groups and coalitions.

Aspira of America, Inc.
1201 Connecticut Avenue, NW, #400
Washington, DC 20036; 202-223-6230

A self-help education agency for the Puerto Rican community. Offers counseling and leadership development programs, assists in research, fund raising, lobbying, parent participation in education. Five local affiliates (Puerto Rico, Pennsylvania, New York, New Jersey and Illinois) and 23,000 school-based youth clubs. Newsletter.

Asociacion Nacional de Grupos Folkloricos
405 Serrano Drive, 1-C
San Francisco, CA 94132; 415-334-1555

Counsels individuals and groups regarding dance, music, other folklore-related activities. Also, research and consultation in all areas of Hispanic culture, ethnology and ethnography. Holds national conventions. Has served arts groups and universities.

Association of American Indian Affairs, Inc.
432 Park Avenue South
New York, NY 10014; 212-689-8720

Promotes the welfare of the American Indian nationwide through advocacy, scholarships, and legal, technical and financial assistance programs in Indian communities. Aids tribes in mobilizing Federal, state and private resources to combat poverty and injustice. Publications include *Indian Affairs* and *Indian Family Defense* (quarterly; free).

Association for Children with Learning Disabilities (ACLD)
5225 Grace Street
Pittsburgh, PA 15236; 412-341-1515

Provides information to increase public understanding of the needs of children with learning disabilities. National organization sponsors programs and an annual conference. Provides information on Federal legislation for special education for children with learning disabilities. Monthly newsletter, directory of organizations and schools—list of publications is available. Local chapters work to promote pro-

grams in schools to meet the needs of learning-disabled children. Individuals may join.

Association for Children with Retarded Mental Development, Inc.
902 Broadway
New York, NY 10010; 212-677-5800

Promotes development of all levels of services for mentally retarded persons. Provides educational, rehabilitative, recreational and residential services. Concerned with educational issues of centralization, mainstreaming, and regional program implementation. Current programs: activities for daily living, work study programs, sheltered workshops. Maintains speakers' bureaus, organizes activities for local groups, will represent groups before government groups. Publications.

Association of Hispanic Arts
200 East 87th Street
New York, NY 10028; 212-369-7054

Federally funded program brings the arts, especially theater, into the community. Disseminates funding and grant information to art organizations and theater groups, concentrating on the Hispanic community. Advocates arts programs, has travelling group of performers. Monthly newsletter.

Association of Junior Leagues, Inc.
825 Third Avenue
New York, NY 10022; 212-355-4380

National office advises, consults, and provides information on independent member leagues in 238 cities. Local leagues do advocacy work on issues affecting children and families. Raise funds to support local community projects. Offer training in assessment, management and advocacy skills to community groups. Produce training and documentary films, position papers and reports. Publications include: *Skills for Impact: Voluntary Action in Criminal Justice* (\$1.50). Available from: Institute of Government, Terrell Hall, University of Georgia, Athens, GA 30602.

Association of Mexican American Educators
2600 Middlefield Road
Redwood City, CA 94063; 415-364-5600 x461

Advocates educational policy for Mexican Americans, home-school-community interaction, bilingual education, research, clearinghouse, workshops, study groups. Speaks

out on local, state and national educational matters. Monthly newsletter.

Association of Voluntary Action Scholars
S-211 Henderson Human Development Building
Pennsylvania State University
University Park, PA 16802; 814-865-1717

Provides and stimulates social science research on voluntary action and citizen involvement. Provides organizing and technical assistance; involved in Citizen Participation Observation Network (CPON). Publications, conferences, clearinghouse. Handles referrals from national groups, has served voluntary action centers.

AVKO Educational and Research Foundation, Inc.
3084 West Willard Road
Birch Run, MI 48415; 313-686-9283

Conducts research in reading and spelling with emphasis on developing practical materials and techniques. Suggests that children with learning disabilities or dyslexia can be taught to read and that parents play a vital role in a child's education. Advocates school programs providing training for parents to help children with learning problems and type-writing programs for those with learning problems. Free catalogues.

Bi-Language Services
403 Executive Center Boulevard
El Paso, TX 79902; 915-544-8300

Specializes in language instruction, provides technical assistance to teachers and parents interested in bilingual education and programs. Workshops, survival culture (for non-English speakers), cultural awareness. Also trains police officers working in Spanish-speaking communities.

Blackside, Inc.
501 Shawmut Avenue
Boston, MA 02118; 617-442-0800

As a media production firm, works on minority issues. Produces films, documentary and dramatic television programs, audio-visual aids for clients in government, industry and education.

Black Child Development Institute, Inc.
1463 Rhode Island Avenue, NW
Washington, DC 20005; 202-387-1281

Committed to public policy, research, and direct services

affecting children and youth generally, Blacks specifically. Offers inservice training, public policy awareness, information dissemination, and referral to 17 affiliate groups. Has child welfare unit concerned with adoption. Monitors legislation and programs affecting Black children and families. Offers training and seminars in curriculum and child development. Newsletter, publications, reports and papers.

Center for Community Change
1000 Wisconsin Avenue, NW
Washington, DC 20007; 202-338-7540

Seeks to develop and strengthen independent, multi-issue community groups located in poor and/or minority areas. Provides free technical assistance. Concerned with issue of community control; current projects involve neighborhood revitalization and rural development. Publications: citizen action guides on general revenue sharing, CETA, community development, block grants, *Federal Program Monitor*.

Center on Human Policy
216 Ostrom Avenue
Syracuse, NY 13210; 315-423-3851

Promotes integration of disabled into society, monitors quality of human services. Special education information, advocacy consultation and resources, legal rights information, community education strategies. School workshops, books, slide shows, posters, children's stories. Has served parents' groups and national organizations.

Center for Law and Education, Inc.
Gutman Library—6 Appian Way
Cambridge, MA 02138; 617-495-4666

Gives advice and referrals to local legal service agencies regarding such education programs as race and sex discrimination, special education, bilingual-bicultural education, discipline and student rights, competency testing. Works primarily with individuals and groups already being served by a local legal service program, as they are a back-up center to those agencies. Publications and information free to low-income individuals and groups. Has served education advocacy organizations, parents' groups around the country.

Center for New Schools
59 East Van Buren Street
Chicago, IL 60605; 312-435-3838

Seeks to improve quality of urban education. School improvement research, technical assistance to local communities, teacher groups, policy makers in Federal, state and local agencies. Has served parents' councils, community organizations.

Center for Science in the Public Interest (CSPI)
1755 S Street, NW
Washington, DC 20009; 202-332-9110

Seeks to improve quality of American diet through research and public education at national and local levels. Monitors Federal agencies that oversee food safety, trade and nutrition. Has initiated legal actions to improve safety and quality of food. Works with citizen groups around the country. Publishes how-to manual on improving school lunches, vendible foods, community food policies.

Center for the Study of Parent Involvement
5240 Boyd Avenue
Oakland, CA 94618; 415-658-7557

Provides training and assistance to parents, teachers, administrators, teacher educators to strengthen parent/school/community communication and involvement. Sponsored the first National Conference on Parent Involvement. Newsletter and papers; workshops on parent/community involvement in educational programs; conference planning, assistance/consultation on program development; action research. Has served Headstart programs, other government-funded programs, school districts, child care coalitions, parent groups at the school-site level.

Chicano Teachers of English
Department of English
University of Texas
Austin, TX 78712; 512-471-4991

Provides bibliographical information and referral on teaching of Chicano literature at the secondary, community college, or college level. Has served local school districts, individual teachers, teacher or parent groups.

Children's Defense Fund
1520 New Hampshire Avenue
Washington, DC 20036; 202-483-1470

Provides long-range and systematic advocacy of institu-

tional reforms and changes in policy affecting children. Current issues: education-excluded or misclassified children, comprehensive child development services. Action litigation, research, Federal policy monitoring, negotiation and public information. Maintains Children's Public Policy Network (call toll free: 800-424-9602). Gives information and technical assistance to community groups and assistance with P.L. 94-142 and Section 504. Advocacy handbook and publications available on children's health, civil rights, child care and special education.

The Children's Foundation
1028 Connecticut Avenue, NW, Suite 1112
Washington, DC 20036; 202-296-4450

Seeks to give poor children and their families a voice in the effort to eliminate hunger in the U.S.; acts as a link between the poor and Federal food programs. Works to expand such programs, educates people in right to food assistance, helps communities lessen dependence on Federal government. Some current activities: family day care; food for children in day care during school and summer months; nutritional care of children in residential institutions. Regional offices in south, southwest and plains states. Free fact sheets; newsletters and reports also available.

Civic Action Institute
(Formerly: Center for Governmental Studies)
Box 34481
Washington, DC 20034; 202-659-0280

Provides technical assistance through an agreement with the U.S. Department of Housing and Urban Development, and helps localities achieve more effective citizen participation in housing and community development, through publications, workshops, training sessions, consultation to local officials and community groups.

Clearinghouse on the Handicapped
Office for Handicapped Individuals
388-D South Portal Building
Washington, DC 20201; 202-245-1961

Coordinates efforts of Federal agencies on behalf of handicapped individuals. Provides information to the public on services and programs. Identifies gaps in services, encourages development of new ones. Free, 400-page directory of national organizations concerned.

Closer Look

1201 16th Street, NW, Suite 606E
Washington, DC 20036; 202-833-4160

National information center for parents of children with handicaps. Helps prospective special education teachers, professionals. Information on parent organizing, testing, evaluation. Publications, many journals available.

Coalition for Children and Youth

815 15th Street, NW
Washington, DC 20005; 202-347-9380

Provides a network and forum for exchange of ideas on legislation, policies and programs affecting youth. Monitors legislation and program implementation. Technical funding assistance offered to groups. Task forces focus on: child care, foster care and adoption, health care, welfare families, and juvenile justice and youth development. Publications include a directory, books, newsletter.

Coalition of Indian Controlled School Boards, Inc.

211 16th Street
Denver, CO 80202; 303-573-5715

Seeks control, management, and improvement of Indian educational systems. Membership consists of community-controlled school boards, parent advisory groups, tribal education and JOM committees. Workshops in organization and negotiation training, technical and legal assistance, community development. Bi-monthly bulletin.

Committee on Diagnostic Reading Tests, Inc.

Mountain Home, NC 28758; 764-693-5223

Seeks to improve teaching of reading skills by providing refresher courses and work conferences to individuals. Serves schools, colleges, organizations, and persons concerned with teaching reading and language skills. Test materials and other publications available.

Community Relations Service

United States Department of Justice
550 11th Street, NW
Washington, DC 20530; 202-633-2000

Federal agency with ten regional offices. Provides mediators and conciliators to communities with racial and other social problems. Areas of concern include: school desegregation, police and community relations, and housing. Mediation services can be requested by government

agencies or community organizations. Publications on education, courts, human relations commissions and violence in the schools.

Conference of Executives of American Schools for the Deaf

5043 Wisconsin Avenue, NW
Washington, DC 20016; 202-363-1327

Responds to inquiries about deafness through organizational programs, teachers, administrators, activities, captioned films. Publications include a journal.

Coordinating Council for Handicapped Children (Parent Information Center)

407 South Dearborn Street, Room 680
Chicago, IL 60605; 312-939-3513

Provides information on the legal rights of handicapped children to parents and professionals. Operates Parent Information Center affiliated with Closer Look (see listing in this directory). Publications, fact sheets on laws and tax deductions. Parent training workshops, advocacy, referral services.

Council for Basic Education

725 15th Street, NW
Washington, DC 20005; 202-347-4171

Supports basic education skills in American schools. Information service alerts the public and teachers to issues in basic education and to means for improving curriculum. Consults with parent, citizen and teacher groups. Publishes basic education studies, bulletin.

The Council for Exceptional Children Information Center

1920 Association Drive
Reston, VA 22091; 703-620-3660

Provides technical assistance and training for those involved with training exceptional children. Short and long term consultation and studies. Speakers, conferences, workshops, customized searches and products, self-instructional packages. Journals and books available.

Council on Interracial Books

CIBC Resource Center, Room 300
1841 Broadway
New York, NY 10023; 212-757-5339

Seeks to promote a literature for children that better re-

flects the aspirations of a multiracial, multicultural society. Develops, publishes, distributes and evaluates materials to combat sexism and racism; produces filmstrips for elementary, secondary, college levels. Offers training workshops for detecting and counteracting racism and sexism in learning materials.

Cuban National Planning Council
7821 Coral Way, Suite 100
Miami, FL 33615; 305-264-1624

Identifies social, economic and cultural needs of Cubans in this country and helps adjustment to U.S. with the aid of local boards in Florida, New York, New Jersey, California, Illinois and Washington, DC. Involved in bilingual education, counseling technical assistance, referral, programs for elderly and youth, manpower training.

Day Care and Child Development Council of America, Inc.
805 15th Street, NW, Suite 520
Washington, DC 20005; 202-638-2316

Works to increase availability of child services and raise quality of child care programs. With local child care organizations, advocacy groups and city governments implements projects financed by foundations or the government. Provides data, information, technical assistance, public education materials. Publications, legislation updates.

Development Associates, Inc.
2924 Columbia Pike
Arlington, VA 22204; 703-979-0100

Operates information/resource center for primary drug abuse prevention among minorities and a pre-school, bilingual, multicultural resource development center. Provides training and technical assistance to community groups. Has served migrants, parent and neighborhood groups, administrators and boards. Multicultural publications targeted to minorities.

Education Development Center
55 Chapel Street
Newton, MA 02160; 617-969-7100

Seeks to further education and social development through curriculum reform and institutional development. Programs addressing desegregation, handicapped, quantitative skills, continuing education, sexism, bilingual education. Publishes guide to its programs, newsletter.

Education Law Center, Inc.
605 Broad Street, Suite 800
Newark, NJ 07102; 201-624-1815

Public-interest law firm specializing in educational issues, such as: school finance, compensatory and bilingual education, race and sex discrimination, school discipline, special education, public involvement in educational decision making. Provides free legal assistance, speakers to educational consumers. Undertakes cases leading to statewide reforms. Publications, manuals.

Educational Due Process Services
Box 57387
Washington, DC 20037; 202-293-2500

Provides consultation and technical assistance in response to Part E of Public Law 94-142, the Education for All Handicapped Children Act. Information clearinghouse, training materials, Special Education Due Process Hearing Stimulation Package used by educational agencies and university classes.

Educational Facilities Laboratories
850 Third Avenue
New York, NY 10022; 212-751-6214

Acts as liaison between community planners and facilities managers so that educational facilities can meet community needs. Researches and disseminates information on public service institutions for education, recreation, health care and the arts. Currently working on enrollment decline and surplus space, energy conservation, and accessibility to handicapped. Reports and films.

ERIC Clearinghouse on Urban Education
Institute for Urban and Minority Education
Teachers College, Columbia University
Box 40
New York, NY 10027; 212-678-3437

Collects, evaluates and disseminates published and unpublished material on the education of urban and minority children and youth. Workshops and services to community groups and urban school districts.

Ethnic Heritage Studies Clearinghouse
Social Science Education Consortium
855 Broadway
Boulder, CO 80302; 303-492-8154

Provides information on multiethnic materials, teacher

training models, and materials on specific ethnic groups. Services available to teachers, supervisors, administrators and community groups. Maintains bibliographies, catalogs and analyses of projects and materials funded by Title IX. Offers consultant services and technical assistance on multiethnic education.

Federal Education Project of the Lawyers' Committee for Civil Rights Under the Law
733 15th Street, NW, Suite 520
Washington, DC 20005; 202-628-6700

Promotes citizen participation in Federal, state and local education programs. Seeks legal enforcement and sensible administration of Title I, vocational education and anti-discrimination laws. Monitors administrations, advises citizens, offers free litigation. Has served community, civil rights and ethnic groups. Handbooks, newsletter.

The Feminist Press
Box 334
Old Westbury, NY 11568; 516-997-7660

Consults on non-sexist publishing, women's studies, teacher-education programs. Clearinghouse and network for women's studies programs, scholarships, non-sexist materials for pre-kindergarten through high school education, inservice education, reference and classroom materials. Serves teachers, students, libraries, schools, community organizations, colleges, publishers, individuals. Slide show on children's textbooks, publications.

First Americans Financial Services
Box 37
Annandale, VA 22003; 703-750-1262

Indian-owned financial planning company provides bonding, employee benefit programs, budget and accounting information. Serves grassroots organizations, migrant groups, Native American schools, tribal groups.

Food Research and Action Center (FRAC)
25 West 43rd Street
New York, NY 10036; 212-354-7866

Public interest law firm and advocacy center working to end hunger and malnutrition in the U.S. Offers legal assistance, organizing aid, training and information to community groups. Federal food program interests include not

only school breakfast and lunch plans, but also food stamps, free school lunches, day care feeding. Publications, newsletter, legislative updates.

The Foundation Center
888 Seventh Avenue
New York, NY 10019; 212-975-1120

Nationwide library network offering free information on philanthropic foundations and grants. Serves all nonprofit organizations, but does *not* offer individual consultation, direct referrals to foundations, or telephone information.

Home and School Institute, Inc.
c/o Trinity College
Washington, DC 20017; 202-466-3633

Develops working partnerships between families and community support systems. With human service agencies and schools designs staff training and special family curricula such as Project Help (a home-based learning program), services to children with handicaps, Title I training. With families works to strengthen parenting and improve family health and well being. Publications on home learning techniques (send stamped, self-addressed envelope with requests for information).

Humanics
881 Peachtree Street, NE
Atlanta, GA 30309; 404-874-3885

Provides training and information services to educational and community agencies and to individuals. Interested in strengthening parent involvement and in improved education and community services. Offers workshops on delivering social services, implementing policies, and on building parent involvement. Tuition is charged for workshops. Publications include books on parent involvement, social services, education and special education geared to parents and teachers.

Information Center on Children's Cultures
331 East 38th Street
New York, NY 10016; 212-686-5522

Answers inquiries about children's cultures in developing countries. Prepares bibliographies on such countries and on childhood subjects. Offers information by mail, telephone, and in person; library open to the public. Brochure

Information Systems Development

1100 East 8th Street

Austin, TX 78702; 512-477-1604

Researches bilingual education, non-sexist and minority curricula. Offers library services to minorities; maintains talent bank of Chicana and Chicano educators in Austin. Currently working on bibliography for parent participation in children's education.

Institute for Local Self Reliance

1717 18th Street, NW

Washington, DC 20009; 202-232-4108

Researches and develops models for the independence of city neighborhoods. Interested in community industry, neighborhood parks, and technology for neighborhood improvement. Newsletter.

Institute for Political and Legal Education

207 Delsea Drive

R D. #4, Box 209

Sewell, NJ 08080; 609-228-6000

Gives high school students practical experience in politics and law. As a program demonstration site offers skills acquisition, student participation in the community, consultation to other programs. Also trains teachers in law-related education and collects information on voter education, juvenile justice, and family law. Project materials, kits for school programs available.

Institute for Responsive Education

704 Commonwealth Avenue

Boston, MA 02215; 617-353-3309

Studies and assists citizen participation in educational decision making. Concerned with school-community councils, citizen roles in educational collective bargaining, declining enrollment, Federal and state policies affecting public participation, citizen-initiated organizations and research for school improvement. Clearinghouse, research studies, manuals, newsletter on citizen action.

Intercultural Development Research Association

5835 Callaghan Road, Suite 350

San Antonio, TX 78228; 512-684-8180

Committed to equal educational opportunities for all children, the association researches curriculum and materials development, disseminates information, and offers training and technical assistance in the areas of bilingual

and multicultural education, and school finance. Works with school districts, community and parent organizations. Publications, newsletter.

International Association of Parents of the Deaf

814 Thayer Avenue

Silver Spring, MD 20910; 301-585-5400

Information and referral service for parents and the general public. Has compiled position papers, speakers, reading materials; publishes newsletter.

League of Women Voters of the United States, Education Fund

1730 M Street, NW

Washington, DC 20036; 202-296-1770

Offers information on school desegregation, Federal civil rights statutes on race and sex discrimination in education, Title I, vocational education, school financing. Information exchange with other organizations through national-level coalitions. Works with general public, organizations on school desegregation, and national associations including its own 1350 state and local chapters. Pamphlets on current public policy issues, free catalogue (A map of state offices appears after the "Grassroots Guide to Getting Funds.")

Legal Services Corporation

733 15th Street, NW

Washington, DC 20005; 202-376-5100

Supports the poor in civil matters by providing financial support. Trains lawyers and legal service workers, maintains clearinghouse, researches, offers technical assistance aimed at service programs and grants for high quality legal services to the poor.

Mexican American Legal Defense and Educational Fund (MALDEF)

28 Geary Street, 6th Floor

San Francisco, CA 94108; 415-981-5800

Litigates in class-action and test cases with impact on Mexican-Americans, currently active in desegregation, bilingual, tracking, and undocumented children excluded from school.

Minority Legislative Education Program (MLEP)
2030 M Street, NW, 3rd Floor
Washington, DC 20036; 202-833-1200 x211

An affiliate of Common Cause, MLEP increases the influence of minorities and the poor on state and Federal decision making, primarily by teaching lobbying skills to minority and community organizations. Offers advocacy leadership training courses, some internships for minority college graduates.

Mobicentrics, Inc.
384 East 149th Street
Bronx, NY 10455; 212-993-1000

A minority-owned consulting firm which provides research, evaluation and technical services. Studies impact of products on minority groups and ethnic areas of New York. Technical assistance in proposal development, planning, design and implementation of service delivery systems and creation of new programs. Has served government agencies, day care and Headstart Centers, community planning boards, other community groups.

National Advisory Council on Indian Education
Pennsylvania Building, Suite 326
425 13th Street, NW
Washington, DC 20004; 202-376-8882

Provides educational and legislative information on Indian education issues. Serves Native American clients throughout the country.

National Affiliation for Literacy Advance (NALA)
(Laubach Literary International)
(New Readers Press)
Box 131
Syracuse, NY 13210; 315-422-9121

Training workshops and certification of volunteer tutors in the Laubach method of one-to-one teaching of reading and writing to teenagers and adults. Training and certification of tutor trainers, informational support, workshops, educational bulletins, slide/tape presentations, newspaper, informational handbooks. Laubach Literary International supplies bibliographies for groups setting up volunteer tutorial programs. New Readers Press is the publishing division of Laubach Literary International.

National Alternative Schools Program
School of Education
University of Massachusetts
Amherst, MA 01003; 413-545-0941

Advocates development and support of public alternative schools and options in public education. Maintains resource center, provides advocacy, information, conferences; supports community-run schools. Publications and newspaper. Has served magnet systems, parents, students, teachers, schools.

National Association for the Advancement of
Colored People (NAACP)
1790 Broadway
New York, NY 10019; 212-245-2100

Works on issues concerning Blacks—housing, education, employment and economic development. Seven regional offices and many local chapters. National education program staff provides information and workshops for regional and state conferences. Local chapters have education committees with information and advocacy on local issues. Legal staff handles complaints on all issues, provides services in selected school desegregation and students' rights cases. Publications.

National Association for Asian American and
Pacific Education
P.O. Box 3487
Seattle, WA 98114; 205-593-6980

Seeks to improve educational quality and opportunities for Americans of Asian and Pacific Island descent. Researches and advocates employment opportunities and Title VII (Bilingual Education Act). Provides resources and information on bilingual and multicultural education; sponsored first National Conference on Asian and Pacific American Education.

National Association for Child Development and
Education
500 12th Street, SW, Suite 810
Washington, DC 20024; 202-484-0140

Works on quality of child care; represents child care service providers. Currently attempting to preserve the variety of child care delivery systems rather than have them assigned only to public schools. Offers guidance on quality cost-effective services. Two periodicals.

National Association for Creative Children and Adults

8080 Springvalley Drive
Cincinnati, OH 45236; 513-631-1777

Provides counseling and evaluation, library, field term opportunities, conferences, programs, creativity workshops, in-service teacher training, publications. Has served universities, public and private schools, parent groups, business, religious education associations. Publications.

National Association for the Deaf-Blind

2703 Forest Oak Circle
Norman, OK 73071; 701-258-6348

Promotes the health, education and welfare of deaf-blind children, youth and adults. Advocacy of new ideas and techniques in dealing with the deaf-blind; disseminates information through conferences and publications.

National Association for the Education of Young Children

1834 Connecticut Avenue, NW
Washington, DC 20009; 202-232-8777

Serves and acts on behalf of the needs and rights of young children with primary focus on the provision of educational services and resources. Nationwide network of 210 affiliates, annual conference, conferences, bi-monthly journal, information services, other publications.

National Association for Industry-Education Cooperation

235 Hendricks Boulevard
Buffalo, NY 14226; 716-278-5726, 833-6346

Serves as mechanism for cooperative efforts of members in business, labor, education, government and agriculture. Provides technical assistance in forming community industry-education councils. Councils develop career education, job placement and consumer programs. Works to help students in local communities make transition from school to work. Sponsors regional conferences and annual convention. Develops curriculum ideas and materials in career education. Handbooks, newsletter.

National Association of Neighborhoods

1612 20th Street
Washington, DC 20009; 202-332-7766

Equalizes and improves political development of neighborhood leaders and organizations. Promotes neighbor-

hood responsibilities and rights through network of 150 activist community organizations and 60 city-wide coalitions. Task forces on citizen education, model legislation, block grants, housing and community development, neighborhood labor relations. Monthly bulletin.

National Association of the Physically Handicapped, Inc.

76 Elm Street
London, OH 43140; 614-852-1664

Works on opportunities for employment and independence among adults with physical handicaps. Provides information and data; proposes and supports legislation on education, rehabilitation, employment and tax benefits. Sponsors community efforts to eliminate architectural barriers. Promotes physical fitness, sports and social programs through local chapters. Membership open to those over 16 years. National newsletter.

National Association for Retarded Citizens

2709 Avenue E East
Arlington, TX 76011; 817-261-4961

Evaluates and monitors services for retarded citizens. Seeks prevention of mental retardation through known methods; trains citizen advocates; obtains free public educational opportunities for the retarded. On the job training programs, financial assistance to students of mental retardation, legal assistance. Disseminates newsletter encouraging hiring of clients to prospective employers. Serves state and local associations for retarded citizens.

National Audiovisual Center

(General Services Administration)
Washington, DC 20409; 301-763-1896

Disseminates federally funded audiovisual materials and program information to the public. Distributes educational slides, films, filmstrips, audio-tapes, multimedia kits. Serves government, business, industry, schools. Catalogues, brochures, filmographies.

National Center on Child Abuse and Neglect

United States Children's Bureau
Department of Health, Education and Welfare
P.O. Box 1182
Washington, DC 20013; 202-755-0587

Offers public information on child abuse and neglect. Serves as funding agency channeling Federal money to pre-

vention projects. Funds nonprofit organizations developing proposals for prevention or services. Provides technical assistance to state agencies; maintains data bank with in-depth coverage of child abuse, program models and statistics. Free publications, pamphlets.

National Center for Health Education
44 Montgomery Street
San Francisco, CA 94104; 415-781-6144

Advocates more and better health education programs by convening interested groups. Provides technical assistance on a fee basis to planners of health education programs. Publications.

National Center for Law and the Deaf
7th Street and Florida Avenue, NE
Washington, DC 20002; 202-447-0445

Represents the hearing-impaired in lawsuits over employment, education, receipt of government or social service, and insurance discrimination. Assists legislative writing, offers educational workshops on legislation and regulations, advocates television captioning, monitors hearing-aid sales practices, offers course on law and the deaf, helps deaf students attend law school. Documents, newsletter.

The National Center for Urban Ethnic Affairs
4408 Eighth Street, NE
Washington, DC 20017; 202-529-5400

Works to help develop neighborhood policies and programs that respect concerns of ethnic and working class people. Develops local leadership and builds network of citizens working to stabilize and revitalize their neighborhoods. Offers conferences and workshops for neighborhood leaders. Develops programs on neighborhood economic development, housing, establishing neighborhood credit unions and drug abuse. Publications.

National Center for Voluntary Action
1785 Massachusetts Avenue, NW
Washington, DC 20036; 202-467-5560

Stimulates and strengthens involvement of volunteers and voluntary organizations through network of over 300 action centers. Trains, offers technical assistance, coordinates national voluntary organizations around advocacy issues, sponsors National Volunteer Week. Publications and quarterly journal.

National Clearinghouse for Bilingual Education
1500 Wilson Boulevard, Suite 802
Rosslyn, VA 22209
703-522-0710; Toll free hotline: 800-335-4560

Provides information on bilingual education laws, programs, materials and activities. Has developed network of Materials Development Centers and Training Resource Centers, all funded under Title VII (see list of Title VII resource centers at the end of Bilingual Education chapter). Pamphlets, brochures, monthly newsletter.

National Clearinghouse for Drug Abuse Information
5600 Fishers Lane, Room 10A-56
Rockville, MD 20857; 303-443-6500

As the information arm of the National Institute on Drug Abuse provides public information on research and treatment. Offers computer print-out listing of treatment programs throughout the country, materials on drug abuse, posters.

National Coalition of E.S.E.A. Title I Parents
1341 G Street, NW, Suite 520
Washington, DC 20005; 202-638-2844

Addresses the issue of parent involvement in Title I programs. Sponsors national in-service conference, provides technical assistance through workshops on regional and individual school basis. Monthly newsletter available from National Parent Center (same address).

National Commission on Resources for Youth, Inc.
36 West 44th Street
New York, NY 10036; 212-840-2844

Supports the development of responsible decision making roles for youth. Research, program development, public information, training, technical assistance, materials. National information network on Youth Participation programs. Seeks out and shares information on creative local programs. Free quarterly newsletter, other publications.

National Committee for Citizens in Education
Wilde Lake Village Green, Suite 410
Columbia, MD 21044; 301-997-9300

Seeks to involve parents and citizens in the decision making process of public schools through training at local level, Citizens' Training Institutes and Parents' Network.

Information sharing with affiliates. Interested in school site management, collective bargaining, parent and student rights. Handbooks, other publications, films.

National Committee for Responsive Philanthropy
1028 Connecticut Avenue, NW, Suite 822
Washington, DC 20036; 202-293-5474

Formed to focus on what private philanthropy does, and does not do, with its financial resources. Researches and reviews decision making processes and priorities for many foundations and corporate giving programs. Helps non-profit organizations through its national conference, "Exploring Alternatives to United Way," designed to examine fund raising through workplace or payroll-deduction fund drives. Group and individual memberships.

National Community Education Association
1030 15th Street, NW, Suite 536
Washington, DC 20005
202-466-3530; Toll free clearinghouse: 800-638-6698

Supports community schools through technical assistance, training, publications and operation of a national community education information clearinghouse, which makes materials and research available to individuals, school districts and agencies. Referrals to state community education centers.

**National Conference on Parent Involvement
Center for Study of Parent Involvement**
5240 Boyd Avenue
Oakland, CA 94618; 415-658-7557

Annual education conference provides opportunity for parent/community leaders and educators to meet and share information and experiences with parent involvement in schools. Offers workshops on key topics, helps leadership develop new skills, strengthens support systems.

National Council of La Raza
1725 Eye Street, NW, Suite 210
Washington, DC 20006; 202-659-1251

Seeks to improve the well-being of the Hispanic community. Technical assistance provided in employment and training, criminal justice (crime prevention), housing, economic development, rural development. Information on pending legislation relevant to Hispanic community-based organizations. Has served local Hispanic organizations, small towns with Hispanic officials and/or large Hispanic populations.

National Easter Seal Society for Crippled Children and Adults, Inc.
2023 W. Ogden Avenue
Chicago, IL 60612; 312-243-8400

Provides a wide variety of services to physically handicapped: rehabilitation, advocacy, research, education, organization and funding. Serves the physically handicapped and their families, rehabilitation workers, teachers, students, volunteers: all who seek practical or technical information concerning physical handicaps and adaptation to them. Maintains reference service, resource packets, bibliographies.

National Education Association (NEA)
1201 16th Street, NW
Washington, DC 20036; 202-833-4135

Major teachers' organization providing information on bilingual education, desegregation, affirmative action, and other issues affecting teachers and students. Services for members include training sessions, counseling and technical assistance.

National Image, Inc.
8460 Watson Road, Suite 220
St. Louis, MO 63119; 314-849-2282

Provides training and support for Hispanic Americans in government service and private industry; assists Hispanics in finding satisfactory employment. Voluntary Outreach Service project communicates job opportunities. Seminars, workshops on finding satisfactory employment. Projects on voting rights, police brutality, other Hispanic concerns.

National Indian Education Association
3036 University Avenue, SE
Minneapolis, MN 55414; 602-378-0482

Promotes advancement of educational opportunities and welfare of Native Americans. Conducts educational funding workshops, monitors effects of educational systems on Indians, assists in planning curricula for Indian studies, placement of Indian professionals and paraprofessionals. Clearinghouse on educational materials, national convention, Indian teacher-training programs, Native American libraries, research and information projects. Journals.

National Manpower Institute
1211 Connecticut Avenue, NW, Suite 301
Washington, DC 20036; 202-466-2450

Serves education and business by developing policies and programs to improve the relationship between work and education institutions of communities. Concerned with transition of youth from school to work, citizen participation in educational decision making, union-negotiated tuition aid plans for adults, women's rights. Information exchange on work-education collaboration. Staff papers, free newsletter

National Organization of Scholars of Asian Descent
1059 Iiwi Street
Honolulu, HI 96816; 808-737-3222

Works to improve quality of life and to unite Asian scholars of different ethnic backgrounds by researching and taking action toward increased awareness of cultural heritage. Facilitates communication and cooperation between scholars of Asian descent and the outside community. A new organization, it seeks to identify its concerns and develop national membership and affiliated organizations.

National Organization for Women (NOW)
425 13th Street, NW, Suite 1001
Washington, DC 20004; 202-347-2279

Seeks to bring women into full participation in mainstream of American society. Over 800 chapters and state organizations in all 50 states. NOW Legal Defense and Education Fund litigates cases, sponsors educational programs and research. Program on Equal Education Rights (PEER) monitors enforcement progress under Federal law which forbids sex discrimination in education; it also assists groups working for equal education in local schools. For information on PEER contact: Holly Knox, 1029 Vermont Avenue, NW, Suite 800, Washington, DC 20005. Both men and women welcome as NOW members and will receive local and national NOW publications.

National Parent-Teacher Association (PTA)
700 North Rush Street
Chicago, IL 60611; 312-787-0977

Advocates for children and youth, influences public policy and opinion to unite home, school and community on behalf of children and youth. Concerned with collective bargaining, parenting, declining enrollments, absenteeism,

and accountability. Current projects: television violence and comprehensive school-community health education, participation in a coalition working against tuition tax credits and supporting public education. Publications, newsletters

National Rural Center
1828 L Street, NW, Suite 1000
Washington, DC 20036; 202-331-0258

Aims to develop and advocate policy alternatives and to provide information to help rural people and their communities. Free information services, technical assistance and research assistance. Maintains Rural Information Center Clearinghouse and publishes *Directory of Rural Organizations*.

National Safety Council
School and College Safety Service
444 N. Michigan
Chicago, IL 60611; 312-527-4800

Makes educators aware of potential hazards and of safety procedures and materials. Suggests guidelines for bus and school safety that go beyond minimum standards of many states and towns. Materials for parents to use in designing checklists for school safety, other publications on school and bus safety issues. Publication list available.

National School Boards Association
1055 Thomas Jefferson Street, NW, Suite 600
Washington, DC 20007; 202-232-8777

Provides information and assistance to school board members and educational leaders nationwide. Operates a Policy Information Clearinghouse which serves as a school board library, providing reference and information services. Sponsors an annual convention for school board members, school administrators and other education leaders. Publications include *The American School Board Journal* and *The Executive Educator*, both published monthly. State school board associations found in most states.

National School Volunteer Program
300 North Washington Street
Alexandria, VA 22314; 202-836-4880

Promotes the creative involvement of school volunteers, seeks to create a partnership between educators and citizens through organized school volunteer service programs. Also concerned with broadening community support for

education, desegregation, business/education cooperation, expanding opportunities for older Americans, handicapped education. National and regional conferences, publication, annotated bibliographies of school volunteer materials. Monthly newsletter.

National Society for Autistic Children
1234 Massachusetts Avenue, NW, Suite 1017
Washington, DC 20005; 202-783-0125

Provides information and referral service and local chapter structure. Serves parents, professionals, students, libraries, schools and universities, governments.

National Street Law Institute
605 G Street, NW, Suite 401
Washington, DC 20001; 202-624-8217

Created to promote increased opportunities for citizen education in law; provides technical assistance, curriculum materials, teacher training to school systems, law school, legal service organizations, departments of correction, others. Clearinghouse and network. Curricular and resource materials to serve schools, community education programs, and local groups.

National Student Volunteer Program
806 Connecticut Avenue, NW
Washington, DC 20525
Toll free: 800-424-8580, x 88 or 89; Local: 252-8370

Provides technical assistance to people who coordinate student volunteer programs or service-learning programs. "How-to" manuals, journals, case studies; training sessions for high school or college coordinators; on-site consultation. Has no authority over local programs, and does not grant funds or place volunteers. Has served high schools, colleges, nationwide community agencies using student volunteers.

National Urban Coalition
1201 Connecticut Avenue, NW
Washington, DC 202-331-2400

Combines efforts of urban organizations and individuals to improve quality of city life. Works through network of local affiliates and cooperating organizations in more than 30 cities, in housing, neighborhood revitalization, community-based crime prevention, youth unemployment, urban education. Also active in promoting school finance reform, bilingual-bicultural education, career education in cities.

Provides legislation information in newsletters, publication on urban issues. (See map for local offices.)

National Urban League (NUL)
500 East 62nd Street
New York, NY 10021; 212-644-6500

Involved in a national youth employment program, labor affairs, advocacy for minority and aged, business and career development, research, alternative methods of education. Over 100 state and local NUL affiliates. Newsletters, periodicals, other publications available through Communications Department, 733 15th Street, NW, Washington, DC 20005. (See map for local affiliates.)

National Youth Alternatives Project
1346 Connecticut Avenue, NW
Washington, DC 20036; 202-785-0764

Advocates youth programs by providing information and resource services to youth workers. Provides training seminars for youth services staff, research and information on model programs. Publishes manuals on fund raising, directory of runaway programs and monthly newsletter.

Native American Rights Fund
506 Broadway
Boulder, CO 80302; 303-447-8760

Promotes tribal life and resources, human rights, accountability of policy makers, and the effective and orderly development of Indian law. The Indian Education Legal Support project deals with desegregation, bilingualism and special education. Serves tribal groups, national Indian organizations.

Operation Push
930 East 50th Street
Chicago, IL 60615; 312-373-3366

Sponsors national program, "PUSH For Excellence," addressing urban problems, beginning with public schools. PUSH works to develop demonstration programs in major cities. Headed by Jesse L. Jackson, the program involves students, parents, teachers, community and religious leaders in encouraging greater discipline and excellence in Black urban schools.

Pacific/Asian Coalition
1760 The Alameda, Suite 210
San Jose, CA 95126; 408-295-7290

Addresses needs of Americans of Pacific Islander and Asian descent. Network, research, conferences on human rights. Concerned with employment, education, health care, mental health, immigration. Has represented Pacific/Asian Americans in legal cases and worked with government agencies. Program to develop closer links between Federal agencies and Pacific/Asian Americans.

Parents as Resources Leadership Training
Foundation
464 Central
Northfield, IL 60093; 312-441-5617

Aims to further positive parent/child relationships, helps parents in their role as early educators by offering training programs for parents, leadership training, training package for community-home visitors, lectures, demonstrations, syndicated columns, television series in Chicago. Currently seeks to establish local Parent Resource Centers. Publishes magazines, newspapers. Consulting services at no cost.

People United for Rural Education (PURE)
Route Three, Box 41
Alden, IA 50006

Organized to promote the positive qualities of rural education. Opposes forced reorganization of rural school districts, resulting school size increase and central bureaucracy. Lobbies for rural education interests in state legislature. Monthly newsletter includes articles on various aspects of rural education.

Planned Parenthood Federation of America
810 Seventh Avenue
New York, NY 10019; 212-541-7800

National administrative support provided to local affiliates in many cities. Provides general information and referrals to affiliates, which provide information services, speakers' bureaus, courses in human sexuality and family planning. Staff available to train teachers in family planning education. Some courses on sex education for special populations, i.e., mentally retarded adults; library on sexuality, sex education, family planning, related medical services and counseling.

President's Committee on Employment of the
Handicapped
1111 20th Street, NW
Washington, DC 20210; 202-653-5067

Works to create a climate of acceptance in the work force. Major concern is lack of educational, vocational and industrial arts training for handicapped citizens. Provides information, materials and guidance to individuals and groups. Other issues of concern: employment assistance, job placement, training programs, accessibility of buildings to handicapped people. Many brochures, handbooks and publications.

Public Affairs Council
1220 16th Street, NW
Washington, DC 20036; 202-872-1790

Encourages corporate involvement in the community through training seminars and counseling to public affairs officers of over 300 member corporations. Concerned with business education, education for minorities, corporate aid to education and consumer education. Assists citizen groups and education-related resource centers. Newsletter and other publications.

Puerto Rican Legal Defense and Education Fund,
Inc.
95 Madison Avenue
New York, NY 10016; 212-532-8470

Formed to bring class-action lawsuits to benefit large groups. Focuses on civil rights of the Puerto Rican community. Concerned with bilingual education, employment, housing, community education. Honors Fellows Program trains attorneys to work in Federal court and class-action litigation on behalf of Hispanics and others. Quarterly tabloid.

Reading Is Fundamental, Inc. (RIF)
475 L'Enfant Plaza, Suite 4800
Washington, DC 20560; 202-381-6117

Provides technical assistance (personal, literature, tapes, films) and Federal matching funds for books to local non-profit groups and public agencies to operate reading motivation programs for young people aged three through high school. 2,400 local programs. Stresses parent involvement.

Reforma: National Association of Spanish Speaking Librarians
8616 Second Avenue
Inglewood, CA 90305; 213-758-2572

Seeks to maintain best possible library service to 17 million people of Hispanic heritage. Concerned with development of community libraries, provides information center, specialized bibliographies, consultant services. Does not give financial support. Worked with neighborhood organizations and migrant farmworkers' councils. Quarterly newsletter.

Responsive Education Program Follow-Through
Far West Laboratory for Education Research and Development
1855 Folsom
San Francisco, CA 94103; 415-565-3171

Provides staff development for Follow-Through teachers' assistants, paraprofessionals and parent groups. Provides skills for teaching kindergarten through third grade children. Also has training and workshops in parental decision making and involvement.

United Auto Workers Community Action Program (UAW-CAP)
800 East Jefferson Avenue
Detroit, MI 48214; 313-926-5331

Provides political education and community projects, aid to the elderly and advocacy. Has served diverse ethnic and citizen groups and organizations.

United States Office of Education
Office of Asian and Pacific/American Concerns
Office of Black Concerns
Office of Hispanic Concerns
Office of Native American Concerns

400 Maryland Avenue, SW
Washington, DC 20202; 202-245-8467

Provides information on USOE programs directed at each of the interest groups above, directly from national office or at conference and workshops as requested by local, state or national groups, associations or institutions.

Women's Action Alliance, Inc.
370 Lexington Avenue
New York, NY 10017; 212-532-8330

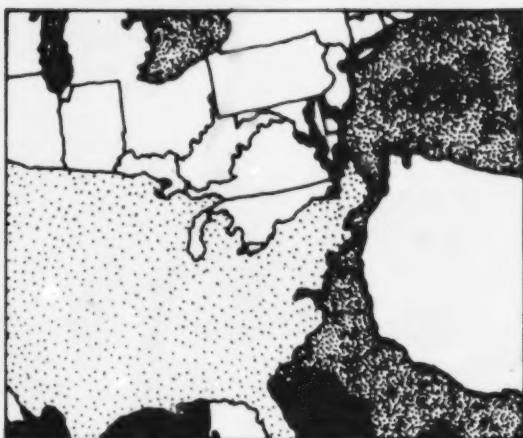
Provides information, resources, toys, games, books and workshops on non-sexist education for preschool children. Training for teacher trainers at Project Headstart. Has assisted parent-community groups and schools.

Women's Rights Project
Center for Law and Social Policy
1751 N Street, NW
Washington, DC 20036; 202-872-0670

A law office which handles sex discrimination issues in education—in litigation and problems with the Federal government—especially enforcement of Title IX of the 1972 Education Amendments. Has served women's equity groups and individuals.

The Youth Project
1555 Connecticut Avenue, NW
Washington, DC 20036; 202-483-0030

Provides seed funding, technical assistance and training to citizens involved in building local community organizations. Concerned with property tax effects on school finance, equal provision of municipal services, increasing citizen participation in community organizations. Serves as a link between foundations and local projects that need funding. Field offices in Washington, San Francisco and Atlanta. *Grass Roots Fundraising Book* available through national office.



NATIONAL ORGANIZATION DIRECTORY INDEX

Accountability

National Parent-Teacher Association

Accounting and Bookkeeping

American Association of Spanish Speaking
Certified Public Accountants
Association of American Indian Affairs
First Americans Financial Services
Mobicentrics, Inc.

Advisory Councils: see "Councils"

Affirmative Action

(see also "Sex Equity" and "Legal Rights")

American Association of Spanish Speaking
Certified Public Accountants
Asian Law Caucus, Inc.
Aspira of America, Inc.
Black Child Development Institute, Inc.
Coalition of Indian Controlled School Boards, Inc.
Cuban National Planning Council
First Americans Financial Services
Information Systems Development
Mexican American Legal Defense and Educational
Fund
National Association for the Advancement of
Colored People
National Association for Asian American and
Pacific Education
National Council of La Raza
National Education Association

National Image, Inc.
National Indian Education Association
National Organization of Scholars of Asian
Descent
Pacific/Asian Coalition

Alternative Schools

National Alternative Schools Program

Arithmetic: see "Math"

Autistic Children

National Society for Autistic Children

Basic Education

Council for Basic Education

Bilingual Education

Aspira of America, Inc.
Bi-Language Services
Center for Law and Education, Inc.
Cuban National Planning Council
Development Associates, Inc.
Education Development Center
Education Law Center, Inc.
Information Systems Development
Intercultural Development Research Association
Mexican American Legal Defense and Educational
Fund
National Association for Asian American and
Pacific Education
National Clearinghouse for Bilingual Education
National Education Association
National Urban Coalition
Native American Rights Fund
Puerto Rican Legal Defense and Education Fund,
Inc.

Breakfast Program: see "Nutrition"

Career Education

Access Inc., Association for Cross Cultural
Education and Social Studies
Federal Education Project of the Lawyers
Committee for Civil Rights Under the Law
League of Women Voters of the United States
Education Fund
National Association for Industry-Education
Cooperation
National Association for Retarded Citizens
National Manpower Institute

National Urban Coalition
National Urban League
President's Committee on Employment of the
Handicapped

Child Abuse

National Center on Child Abuse and Neglect

Child Advocacy

Day Care and Child Development Council of
America, Inc.
Children's Defense Fund
Coalition for Children and Youth
National Association for the Education of Young
Children

Collective Bargaining (see also "Teacher Unions")

American Federation of Teachers
Institute for Responsive Education
National Committee for Citizens in Education
National Education Association
National Parent-Teacher Association

Community Schools

National Community Education Association

Consumer Education

National Association for Industry-Education
Cooperation
Public Affairs Council

Councils

Center for New Schools
Institute for Responsive Education
National Committee for Citizens in Education

Curriculum

(see also "Basic Education," "Reading" and "Math")

American Association of University Women
AVKO Educational and Research Foundation, Inc.
Black Child Development Institute, Inc.
Council for Basic Education
Council on Interracial Books
Education Development Center
Feminist Press
Home and School Institute, Inc.
National Indian Education Association
Operation Push
Reading Is Fundamental, Inc.
Women's Action Alliance, Inc.

Day Care

Center for the Study of Parent Involvement
Children's Foundation
Day Care and Child Development Council of
America, Inc.
National Association for Child Development and
Education
Women's Action Alliance, Inc.

Declining Enrollment

Educational Facilities Laboratories
Institute for Responsive Education
National Parent-Teacher Association

Desegregation

American Friends Service Committee, Inc.
Anti-Defamation League of B'nai B'rith
Center for Law and Education, Inc.
Children's Defense Fund
Community Relations Service
Education Development Center
Education Law Center, Inc.
Federal Education Project of the Lawyers'
Committee for Civil Rights Under the Law
Mexican American Legal Defense and Educational
Fund
National Association for the Advancement of
Colored People
National Education Association
National School Volunteer Program
National Urban Coalition
National Urban League
Native American Rights Fund

Diagnostic Testing: see "Testing"

Discipline

American Friends Service Committee, Inc.
Center for Law and Education, Inc.
Children's Defense Fund
Education Law Center, Inc.
Mexican American Legal Defense and Educational
Fund
National Education Association
Operation Push

Drug Abuse

Development Associates, Inc.
National Clearinghouse for Drug Abuse
Information

Dyslexia: see "Learning Disabilities"

Elderly: see "Senior Citizens"

Exceptional Children

Council for Exceptional Children Information Center
National Association for Creative Children and Adults

Exclusion/Expulsion: see "Discipline"

Follow-Through

Responsive Education Program Follow-Through
(Far West Laboratory for Education Research and Development)

Food Programs: see "Nutrition"

Fund Raising

Access, Inc., Association for Cross Cultural Education and Social Studies
Aspira of America, Inc.
Association of Hispanic Arts
Center for Community Change
Foundation Center
Mobicentrics, Inc.
National Center on Child Abuse and Neglect
National Committee for Responsive Philanthropy
National Easter Seal Society for Crippled Children and Adults, Inc.
National Indian Education Association
Youth Project

General

(The following organizations provide general support for citizen participation)

Association of Junior Leagues Inc.
Association of Voluntary Action Scholars
Center for Community Change
Center for the Study of Parent Involvement
Civic Action Institute
Humanics
Institute for Local Self-Reliance
National Association of Neighborhoods
National Committee for Citizens in Education
National Conference on Parent Involvement
National Parent-Teacher Association
National School Boards Association
National Urban League
United Auto Workers Community Action Program

Gifted: see "Exceptional Children"

Handicapped

Center on Human Policy
Children's Defense Fund
Closer Look
Conference of Executives of American Schools for the Deaf
Coordinating Council for Handicapped Children
Education Development Center
Educational Due Process Services
Educational Facilities Laboratories
Home and School Institute, Inc.
International Association of Parents of the Deaf
National Association for the Deaf-Blind
National Association of the Physically Handicapped, Inc.
National Easter Seal Society for Crippled Children and Adults, Inc.
President's Committee on Employment of the Handicapped

Headstart

Center for the Study of Parent Involvement
Women's Action Alliance, Inc.

Health and Health Education

Children's Defense Fund
Children's Foundation
Coalition for Children and Youth
National Center for Health Education
National Parent-Teacher Association

Homework

AVKO Educational and Research Foundation, Inc.
Home and School Institute, Inc.
Parents as Resources Leadership Training Foundation

Integration: see "Desegregation" and "Affirmative Action"

Learning Disabilities (see also "Special Education")

Association for Children with Learning Disabilities
AVKO Educational and Research Foundation, Inc.

Legal Aid

(The following organizations provide free or low cost legal aid)

American Civil Liberties Union
Asian Law Caucus, Inc.
Association of American Indian Affairs

Coalition of Indian Controlled School Boards, Inc.
Education Law Center, Inc.
Federal Education Project of the Lawyers'
Committee for Civil Rights Under the Law
Food Research and Action Center
Legal Services Corporation
Mexican American Legal Defense and Educational
Fund
National Association for the Advancement of
Colored People
National Association for Retarded Citizens
National Organization for Women
Native American Rights Fund
Pacific/Asian Coalition
Puerto Rican Legal Defense and Education Fund,
Inc.

Legal Rights (see also "Child Advocacy")

American Bar Association Special Committee on
Youth Education for Citizenship
American Civil Liberties Union
American Friends Service Committee, Inc.
Asian Law Caucus, Inc.
Center on Human Policy
Center for Law and Education, Inc.
Children's Defense Fund
Coalition for Children and Youth
Education Law Center, Inc.
Educational Due Process Services
Federal Education Project of the Lawyers'
Committee for Civil Rights Under the Law
Institute for Political and Legal Education
Legal Services Corporation
National Association for the Advancement of
Colored People
National Committee for Citizens in Education
National Organization for Women
National Street Law Institute
Native American Rights Fund
Pacific/Asian Coalition
Puerto Rican Legal Defense and Education Fund,
Inc.

Lobbying

National Organization for Women
Minority Legislative Education Program
People United for Rural Education

Lunch Programs: see "Nutrition"

Mainstreaming: see "Special Education"

Math

Education Development Center

Media

Blackside, Inc.
National Audiovisual Center

Mental Retardation

Association for Children with Retarded Mental
Development, Inc.
National Association for Retarded Citizens

Minimum Competency: see "Testing"

Montessori Schools

American Montessori Society

Multiethnic Education

(see also "Bilingual Education")

Access, Inc., Association for Cross Cultural
Education and Social Studies
Anti-Defamation League of B'nai B'rith
Asociacion Nacional de Grupos Folkloricos
Association of American Indian Affairs
Association of Hispanic Arts
Association of Mexican American Educators
Bi-Language Services
Blackside, Inc.
Chicano Teachers of English
Council on Interracial Books
Development Associates, Inc.
ERIC Clearinghouse on Urban Education
Ethnic Heritage Studies Clearinghouse
Information Center on Children's Cultures
Intercultural Development Research Association
National Advisory Council on Indian Education
National Center for Urban Ethnic Affairs
National Indian Education Association
National Organization of Scholars of Asian
Descent
Reforma: National Association of Spanish
Speaking Librarians
United States Office of Education

Nutrition

Food Research and Action Center
Center for Science in the Public Interest
Children's Defense Fund
Children's Foundation

Occupational Education: see "Career Education"

Paraprofessionals

Responsive Education Program Follow-Through
(Far West Laboratory for Education Research and Development)

Parents' Rights: see "Legal Rights"

Public Law 94-142: see "Special Education"

Race Discrimination: see "Affirmative Action"

Reading

Committee on Diagnostic Reading Tests, Inc.
National Affiliation for Literacy Advance
Reading Is Fundamental, Inc.

Rights: see "Legal Rights"

Rural Education

National Rural Center
People United for Rural Education

Safety

National Safety Council

School Based Management

National Committee for Citizens in Education

School Finance

American Friends Service Committee, Inc.
Education Law Center, Inc.
Intercultural Development Research Association
League of Women Voters of the United States
Education Fund
National Urban Coalition
Youth Project

Senior Citizens

National School Volunteer Program

Sex Discrimination: see "Sex Equity"

Sex Education

Planned Parenthood Federation of America

Sex Equity

American Association of University Women
Center for Law and Education, Inc.
Council on Interracial Books

Education Development Center

Education Law Center, Inc.

Federal Education Project of the Lawyers'
Committee for Civil Rights Under the Law

Feminist Press

Information Systems Development

League of Women Voters of the United States
Education Fund

National Organization for Women

Women's Action Alliance, Inc.

Women's Rights Project (Center for Law and
Social Policy)

Special Education

Children's Defense Fund
Education Due Process Services
Education Law Center, Inc.
Native American Rights Fund

Street Law: see "Legal Aid"

Students' Rights: see "Legal Rights"

Suspensions: see "Discipline"

Teachers' Unions (see also "Collective Bargaining")

American Federation of Teachers
National Education Association

Television

Action for Children's Television
National Parent-Teacher Association

Testing

Center for Law and Education, Inc.
Closer Look
Committee on Diagnostic Reading Tests, Inc.

Title I

Federal Education Project of the Lawyers'
Committee for Civil Rights Under the Law
Home and School Institute, Inc.
League of Women Voters of the United States
Education Fund
National Coalition of ESEA Title I Parents

Title VII: see "Bilingual Education"

Title IX: see "Sex Equity"

Tracking (see also "Special Education")

Mexican American Legal Defense and Educational Fund

Tutoring (see also "Homework" and "Volunteering")

National Affiliation for Literacy Advance

Vocational Education: see "Career Education"

Volunteers

National Center for Voluntary Action

National School Volunteer Program

National Student Volunteer Program

Youth Participation

Aspira of America, Inc.

Cuban National Planning Council

National Commission on Resources for Youth, Inc.

National Student Volunteer Program

National Youth Alternatives Project

INSTITUTE FOR RESPONSIVE EDUCATION
704 Commonwealth Avenue, Boston, MA 02215; 617-353-3309

To help us evaluate this first edition of *Education for All People! A Grassroots Primer*, we need to know your reactions to its recommendations. Please take a few minutes to complete and return the form below. Thank you.

1. My reaction to *A Grassroots Primer* was

☐ very positive ☐ positive ☐ neutral ☐ negative

2. Was the *Primer's* material useful? _____ clearly presented? _____ thorough? _____

3. Please explain how you received your copy.

4. Did *A Grassroots Primer* help you

☐ increase your school involvement ☐ get information on advocacy issues
☐ help your child ☐ organize a citizens' group
☐ other _____ ☐ get information on education resources

5. Please list any subjects you feel were omitted in the *Primer*.

6. What organizations and publications listed were most useful to you?

7. What organizations and publications did you feel could have been left out?

8. Please feel free to make any additional comments.

We would like to add you to IRE's mailing list.

Name _____

Organization name _____

Address _____

Phone _____

DID WE MISS YOUR ORGANIZATION?

We are sure we overlooked some important resources for grassroots groups. If your organization was not listed and you provide direct services to grassroots organizations, we hope you will take a minute to let us know about your group. Please answer the questions listed below and return this form to:

A Grassroots Primer
Institute for Responsive Education
704 Commonwealth Avenue
Boston, MA 02215

Thank you. We look forward to hearing from you.

Organization Name _____ phone _____

Address _____

_____ contact person _____

1. What are the goals and objectives of your group? _____

2. What are your major current programs and projects? _____

3. Are you working on education-related issues? Which ones? _____

4. What are the most important services you provide to local citizen groups? _____

5. Describe briefly the membership or the clients of your organization. _____

6. What is the legal status of your group? (profit, nonprofit, public, private, etc.) _____

7. Please list your publications, with cost information. _____

Citizen Organizations: A Study of Citizen Participation in Educational Decisionmaking

The main purposes of IRE's three-year study on citizen organizations are to find out the status of citizen participation in the schools today, to explore how citizen organizations working on school issues function and to find out what factors make them effective. The study has been funded by the National Institute of Education (NIE), a Federal agency which supports research and development in education and is part of the United States Department of Health, Education and Welfare.

The *Grassroots Primer* is one of eight publications from our eighteen-month study of citizen organizations. The publications listed below summarize what we have learned through research in hundreds of books, reports and articles, as well as through interviews, observations and work with 17 citizen organizations in Atlanta, Boston and Los Angeles, and through interviews across the nation with scores of organization leaders, school administrators, school board members, teacher organization officials, journalists and state government officials.

Final Research Report on the Study of Citizen Organizations, Marilyn Gittell, et al., 1979 (in progress).

Report to Policymakers on Citizen Participation, IRE Staff, 1979 (in progress).

Patterns of Citizen Participation in Educational Decisionmaking, Volumes I and II.

Volume 1: An Overview of the Status of Citizen Participation, Don Davies, Miriam Clasby, Ross Zerchykov and Brian Powers, 1978. 107 pp.

Volume II: Grassroots Perspectives: Diverse Forms of Participation, Don Davies, Bill Burges, Herbert and Gail MacEachron Hirsch, Kathleen Huguenin, James Upton and Ross Zerchykov, 1979. 95 pp.

Federal and State Impact on Citizen Participation in the Schools, Don Davies, James Upton, Miriam Clasby, Felix Baxter, Brian Powers and Ross Zerchykov, 1978. 139 pp.

Citizen Participation in Educational Decisionmaking: Annotated Bibliography, Don Davies and Ross Zerchykov, 1978 (second edition, revised). 380 pp.

Social Science Theory and Research on Participation and Voluntary Associations: A Bibliographic Essay, Lois Saxelby Steinberg, 1977. 158 pp.